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Business Education

# Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

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- TYPEWRITING • TEACHING AIDS
- BOOKKEEPING • BASIC BUSINESS
- STANDARDS • TEACHER EDUCATION
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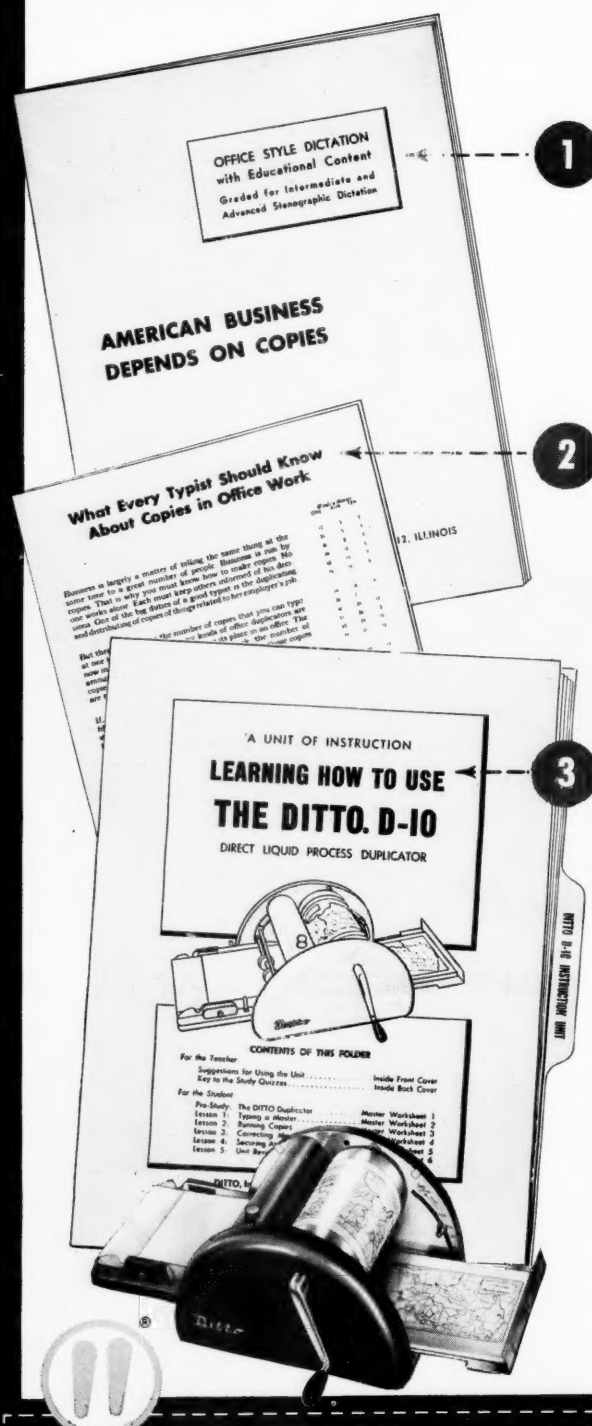
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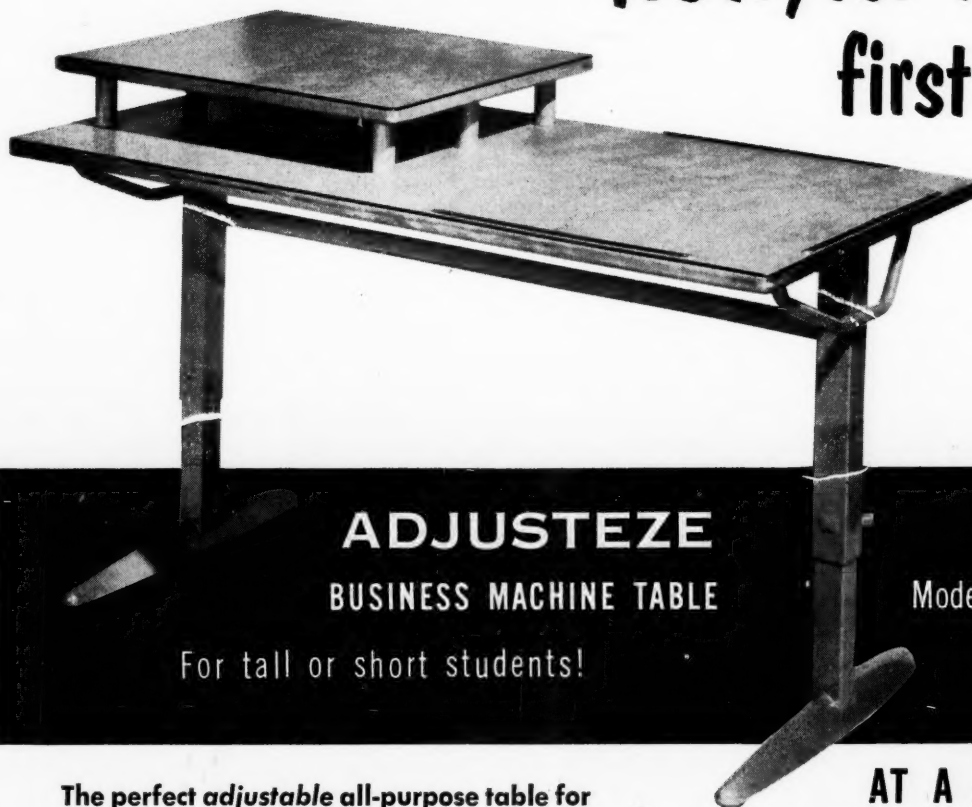
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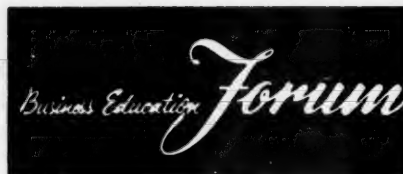
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1954



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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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## Translate transcription into dollars and cents

Above: At the Waynesboro (Virginia) High School, actual practice is obtained by the shorthand students in the principal's office as he dictates to the school secretary.

► With this issue, the *FORUM* begins its ninth year of publication. As usual, shorthand and transcription are featured. This issue could well be as significant next year as it is today. The editors have assembled an unusually fine selection of articles which will make a valuable addition to your professional library.

► A new section, "Teacher Education," has been added to this issue as a special service. The article on page 37 contains data which you have probably been looking for during the past several months. It was prepared at the request of leading business educators. Reprints will be given wide distribution among school administrators. (Copies may be obtained at the usual reprint charge of ten cents in coin or stamps.) The inevitable shortage of qualified teachers of business subjects is cause for alarm among businessmen and administrators.

► The pages devoted to news of affiliated associations are filled with items which will bring you up to date on what is happening in the state, regional, and national associations. There are condensed reports of the FBLA National Convention and the UBEA Representative Assembly; also, a preview of the SBEA convention program. Space does not permit including the reports of all conferences in which UBEA had representation, however, some of the more important ones are included in this issue.—H.P.G.

TRANSCRIPTION continues to be one of our contemporary problems. If a student does not write a very accurate hand-written or a machine-written form of shorthand, it is useless. He must be able to read his notes and transcribe these notes into an acceptable office form.

Frequently teachers of shorthand place great stress on the writing of beautifully written shorthand outlines to the detriment of developing increased skill in taking dictation at above office-standard rates. Or the teacher emphasizes the spending of many hours in transcribing copious notes in longhand. Shorthand, it is agreed, has value only as a tool to be used in gaining the end product—the typewritten transcript, regardless of the form of communication it might be.

Transcription, a composite of several tools, of necessity requires a high degree of skill in the application of typewriting learnings. A well-placed letter or manuscript neatly and accurately typewritten reflects the level of typewriting skill needed to prepare a masterful transcript.

Perhaps it is too obvious to stress the fact that too large a number of stenographers are retained on a low-level job because of the inability to apply good English usage effectively. As a result many girls on the job find it necessary to enroll in night-school classes for courses in remedial English.

Teachers of transcription need to recognize that in an office a stenographer or a secretary must be able "to produce a day's work for a day's pay." The standards for transcription in the classroom should be on a level high enough to prepare potential stenographers to meet situations as they will encounter them in the offices.

Increased attention is being given to the machine-written system of shorthand. The essentials needed to produce a finished transcript are substantially the same as for a hand-written system. Many persons use the machine system for high-speed reporting. For the man or woman who takes verbatim reports of court hearings, convention or conference proceedings, expertness must be shown in the transcription of his notes into typewritten copy at high rates of speed. "The finished product or transcription is the reporter's merchandise and service; without the ability to turn out quickly a neat, accurate and correct transcript, a reporter cannot be successful, no matter how speedily or accurately he may be able to take dictation on his machine."

Transcription, then is the all-important phase of shorthand instruction and continues to be a contemporary problem. It produces the product which is translated into dollars and cents in business offices.—DOROTHY H. VEON, *Issue Editor*

# THE *Forum*

## A Challenge to Some Commonly Accepted Shorthand Teaching Practices

By ARNOLD CONDON  
University of Illinois  
Urbana, Illinois

And ROWENA WELLMAN  
Iowa City  
Iowa

**P**ROBABLY the one best method for all teachers will never be devised. A really enthusiastic shorthand teacher can get good results with any approach or method. However, the spirited teacher is ever alert for new ideas and new techniques. He does not do his best teaching by being a strict follower of someone else's methods or plans. He likes to experiment by using new approaches, new methods, and new techniques. Some he will discard. Others he will like and adopt—with the end result that he will eventually evolve his own method, which he will still constantly scrutinize and evaluate in an effort to improve. For such teachers the following paragraphs offer a challenge in the matter of current teaching procedures in shorthand, and point the way to better techniques.

### The Approach

Progress has been made in approaches to the teaching of shorthand. But is it safe for us to relax? To become satisfied? To assume that the problem has been solved?

In earlier years the approach in teaching shorthand was like that used in the teaching of foreign languages; that is, presenting the rules and vocabulary, with little practical application. Then came the reading approach in both subjects, which certainly marked an important step forward. But our language friends have gone farther. They were quicker to see that reading is not the final goal of the learner. Conversational ability is the end goal in language, and they have changed or are changing their approach in line with this goal.

What has been done in shorthand? Teachers of shorthand are lagging behind our foreign-language colleagues so long as they limit themselves to the reading approach in shorthand—or even to the dictation approach. The thinking of business teachers has been confused by assertions that the final function of the stenographer is the taking of dictation and that an approach which uses a plentiful amount of reading and dictation is thus serving us well. Actually, the function of the stenographer is more than the taking of dictation; it includes the transcribing of that dictation. Thus any approach that does not utilize the transcription adaptation is not meeting the learning situation realistically.

No great amount of time is needed to initiate and develop transcribing abilities within the shorthand-learning

situation. As little as two to five minutes of the typical daily class period will suffice to start that all-important fusion of skills as performed on the expert level. And the teacher will be surprised at the motivation it generates.

The approach in shorthand is of primary importance because so much depends upon the initial habits and attitudes and satisfactions. Regardless of all the pros and cons of the reading approach, it "misses the boat" by not capitalizing on the natural interests of the students. They want to write and to take dictation and to transcribe. Why not let them?

### What Kind of Reading Practice?

Reading is a necessary part of the shorthand learning process, but it does not merit the emphasis it is receiving in many classrooms. Reading alone does not bring shorthand mastery. The main benefit derived from reading textbook shorthand plate is that it affords a quick overview of what is to be learned. For instance, the student's first step in every lesson preparation is to be able to read the word lists and the continuity matter fluently without referring to the key. Certainly it would be foolish and futile for him to write shorthand without knowing what he is writing. As soon as he has previewed the lesson by reading, however, other types of practice afford greater dividends. He should not spend valuable time trying to attain exceptionally high reading rates.

If a student can read fluently, without hesitation, that should be sufficient. Seldom, if ever, will he be called upon to read shorthand plate or even his own notes at, say, two hundred words a minute. Actually, when he transcribes, he will be reading *his* notes only slightly faster than his typing rate. Should he not, then, spend less time on reading shorthand plate and more time on his own shorthand notes?

### What Kind of Writing Practice?

First of all, one should be careful about how the students write. In shorthand, as in typewriting, *how* they write is more important than *what* they write. Development of fluent writing habits is of prime importance. Students must not be allowed to begin with slow, plodding initial writing habits; once such slow habits are established, it is extremely difficult to change them.



---

*"Probably the one best method for all teachers will never be devised."*

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Brewington and other writers long ago pointed out that slow movements and rapid writing patterns are not alike. Writing anything slowly and too carefully is not an aid to rapid writing. Rather, it may be a hindrance. One should be sure, therefore, that the first writing the student does is fluent writing. Do not worry about proportion, slant, and other details. Precision will come later, as is true in all skills.

In one of the popular teaching methods, the writing practice consists mainly of copying word lists and rather lengthy paragraph material. Such procedure is likely to induce slow writing, for how can a writer attain fluency when his head is moving back and forth a la tennis spectators?

To be able to write with fluency, the student has to know first what he is to write—to have a visual image of it. While it is true that he does have printed outlines before him in this copying activity, the constant eye-shifting necessary to copy voluminous material is a deterrent to fast and easy writing.

There are better ways to develop initial fluency in writing. Brewington's tracing device is one such way. Her students used meat skewers, tracing over the plate outlines while she dictated at a rapid rate. A disadvantage of such a plan is that it tends to mutilate the book. A substitute that is less destructive is a capped pen with a tapered end.

Another teaching method for beginning the writing adaptation is that which provides for intensive repetition on a short paragraph at descending rates of speed. The detailed steps in this technique are:

1. Write the sentences—one at a time—on the board and have the class read in unison.
2. Have the class read the entire "take" until they are reading fluently.
3. Begin dictation at 120 words a minute and have students either trace outlines from the textbook plate or scribble-write (writing in one spot in notebook) while keeping eyes on blackboard outlines.
4. Repeat dictation several times at 120-word rate.
5. Explain to students that the dictation will be repeated several more times at slower rates, and that as soon as they think they can actually write in the notebook to do so.
6. Redictate at 100, 80, and 60. All students should attempt writing at 80, and they should be able to get the dictation at 60. Dictation should never be slower than 60, and even that rate should be discontinued as soon as most of the students are able to handle 80.

This procedure has several advantages. Fluency is promoted because the student has the visual stimulus before him as long as he needs it. The repetition assures mastery by the time he is forced to write the take in-

dependently. By tracing or scribble-writing at the rapid speed, the student learns the feeling of fluency and thus does not tend painstakingly to draw the shorthand outlines.

#### **Intensive Versus Extensive Reading and Writing Exercises—or Repetition**

Shorthand skill, like typewriting skill, is developed through repetition. The opinion of some teachers is that repetition is monotonous and should be avoided—that it is better to read and copy large sections of shorthand plate where some repetition occurs as a matter of chance. But do teachers follow such procedure in typewriting? Do they get basic repetition through sustained or lengthened time writings? Such procedure has been widely discounted in typewriting instruction and has been discontinued in many classes. Why then, continue the practice in shorthand? There is no reason why short repetitive drills in shorthand should be more monotonous than are the short repetitive drills in typewriting. Whether any practice is monotonous depends upon the students' mental outlook, which in turn is determined by motivation.

Can teachers of shorthand reasonably expect students to do more than copy a shorthand assignment once when that assignment covers several pages of plate material? Indeed, the teacher is lucky if every student struggles through the complete assignment once. And how much fluency is developed by one copying of new learning material?

For adequate fluency-building practice, the selection should be one paragraph or one short letter and the practice should be intensive repetition. Some individuals may have to be sold, at first, on repetition. But once they see that they *can* perform at the expert level on short units, their satisfaction supplies sufficient motivation. They need, too, explicit direction in how to work for fluency. For this phase, the following study plans have proved successful. Either or both may be used with any class.

#### **PLAN ONE**

1. The student reads and rereads the first sentence (or a phrase) until he has it memorized.
2. He writes the sentence in his notebook with moderate fluency.
3. He repeats, writing the sentence three more times—writing at top speed, really pushing and trying to write faster on each repetition. If the outlines remain good, that is an indication to him that he has not really been pushing himself. He must try again.
4. He writes the sentence once more (the fifth time), slowing up just a little from his top speed to insure legible outlines still written with fluency. (Note the similarity here to that of developing speed with control in typewriting.)

---

*"Reading alone does not bring shorthand mastery."*

---

5. He then proceeds with each of the remaining sentences in the same way.

**PLAN TWO**

1. The student reads the paragraph until he can read it quite rapidly.

2. He again reads the paragraph at the same rate but scribble-writes the outlines in his notebook as he reads, without taking his eyes from the shorthand plate.

3. He repeats the reading-scribble-writing at least three additional times, always striving to read and write faster than the previous time.

4. Then he reads the paragraph, one sentence at a time (by this time he will have memorized it), and writes each sentence rapidly.

5. The student now has a copy of the complete paragraph in his own shorthand. His final task is to read his own notes or transcribe them on the typewriter or in longhand.

For years shorthand teachers have been told to preview new dictation material, and most teachers have dutifully conformed. But examine this "preview" technique. Is it realistic? Is it good psychology? Is it a good learning technique? When a shorthand writer performs on the job, the boss is not going to give him a preview practice on selected outlines. Nor will he vocalize a list of words in anticipation of the dictation content. Individuals will always encounter some unfamiliar words. The more practice a student has in constructing his own outlines for new words, the more mature he is.

Startling as the idea may seem to some shorthand teachers, midterm of the first semester is not too early to introduce five-minute new-material takes. This is before theory has been completed; and no preview is given, even at this early stage! Students like to experiment in taking real dictation when they understand that perfection is not demanded at this stage and that they are developing a realistic attack on realistic problems. The new matter is dictated at 60 words a minute for five minutes, and outlines are not previewed for points of theory not yet studied. But teacher and learners together give attention to improvising.

A whole article could be written about this matter of improvisation. The basic principles of improvisation and the techniques of abbreviating are an important but neglected phase in teaching shorthand. Students should be trained to attempt to get something down for every word dictated. If a word is unfamiliar, the student can respond rapidly by writing at least the first sound of the word; if possible, he writes through the accented syllable, particularly in long words. If there is a strong characteristic about the ending of a word, he writes for example, a dot for *ing*, a small circle for *ingly*, and a disjointed *t* for past tense.

Sometimes a silly sentence in shorthand on the board helps the class to see the application, as, for example, in the following sentence: "There was a great cat in Florida in August." The class has no difficulty in interpreting *cat* as "catastrophe." But *k-a-t* is not the dictionary outline for "catastrophe." The dictionary is consulted, and the outline is found to be *k-a-t-a-s-t-r-o-f-e*. Is the complete outline necessary? In high-speed dictation, would there be enough time to write out the whole word? Might it be a waste of time? While *k-a-t* will usually be a readable outline, it perhaps leaves too much to guesswork, and the class suggests an "in-between" outline such as *k-a-t-a-s* as being an adequate outline. Not all new words, of course, are as easily improvised, but this example serves to illustrate the principles.

**The Postview Technique**

Throwing away the preview as a learning crutch is not so radical as it might at first appear. It does not handicap the student. Instead, it accelerates his readiness for new learning through the postview technique. In improvising their own outlines, students are conditioned to seek and accept the correct forms or a satisfactory substitute thereof. The postview will contain the same words that would ordinarily be used for preview plus additional words submitted by the students. These words are written on the board after the dictation and are used for class drill—first as a reading exercise. Lengthy discussions are discouraged, but sufficient time should be allowed for the answering of any valid questions. As a result of their improvisation efforts, the students are anxious to learn the correct outlines and will generally accept them.

Why not make a game of improvising and postviewing? For some particularly difficult word, ask two or three students how they wrote the word and write their outlines on the board. If the correct outline is in the offering, ask the class which they believe to be the best outline. They usually choose the dictionary form.

When the class is able to read the postview list with facility, learning is clinched through repetitive writing. This need not take long, and it serves also as a fluency-developing device. As each word is dictated, the students write the word as rapidly as they can and as many times as they can before the next word is called. The exercise should be speedy—allowing only enough time between words for the average student to do about three repetitions and the slower students to write two repetitions. Then the drill closes with redictation of the "take" or some other type of speed-building activity.

Perhaps the teacher of shorthand thinks there is little difference between the preview and the postview? Give it a try, and prove for yourself that the postview is more effective than a preview. The results will commend the procedure.

---

*"Greater progress is made if more time is spent on short takes than the usual dictation."*

---

## Streamlining Shorthand Instruction

*A well-balanced shorthand diet will result in higher accomplishment by happier students.*

By MADELINE S. STRONY  
Gregg Division, McGraw-Hill Book Company  
New York, New York

EVERYONE today is calorie conscious. It is not surprising when one considers the articles that have been written by doctors, the new types of food advertised as "reduced in calories," and the figures which the insurance companies have placed at our disposal telling of the higher mortality rate of the overweight. Everyone is being educated to the importance of streamlining, or keeping streamlined, for longer life. The diet fads of 10 and 15 years ago are being replaced by the carefully planned diet that includes the proteins, vitamins, and minerals needed for good health. Doctors today agree that there is no magic formula for taking off potentially dangerous fat. It is the *continuous* eating of the correct foods in the right combinations that tell the story. Food fads often lead to indigestion, poor disposition, and might seriously affect the general health.

What sort of diet is being given our shorthand students? Is it the kind that contributes to a happy, healthful, peppy class or is it one that brings discouragement with accompanying low morale and heavy drop outs? The diet that produces the latter is usually chock full of memorization of rules and insistence that nothing but dictionary outlines be written. (Then when these students are faced with writing new-matter dictation, they are constantly groping for the dictionary outline instead of writing *instantly* by sound). It is heavy, too, with the writing of lines and lines of words and monotony develops from spending days on each lesson. Other diet faults come from reading back all the students' notes (which is often most painful in the beginning stages), dictating new matter too soon and without a preview, or frequent testing with most discouraging results.

It is true that no two teachers conduct their classes exactly alike for all have favorite devices and procedures that have been developed and that work specially well. Each has his own problems, too; still, there are some guideposts that seem to be helpful to nearly everyone—some common denominators of teaching success. One of those common denominators, for example, is sheer enthusiasm. The enthusiastic shorthand teacher who loves his subject and who is well aware of the goals for which he is striving almost always gets good results. Such a teacher keeps his class alert—he keeps his class from becoming monotonous by a change of pace, a change of routine, or use of one of his sure-to-give results devices.

### Beginning Shorthand

For those teaching in high school, beginning shorthand may be a first semester or one-year course. In business school or college, beginning shorthand may be completed in a number of weeks or months. Adult classes usually take bigger slices of theory than those in high school. For the time being, the day program will be considered, realizing that it will have to be adapted depending on that all-important item of time.

The length of time one spends on beginning shorthand is determined by the length of the shorthand course. While most high school teachers would like to have at least three semesters for their shorthand program with the third being devoted to transcription, some schools offer only one year of shorthand.

Five years ago, it would not have been possible to develop a marketable skill in this length of time but now with the simplified version of shorthand, many teachers are doing a superb job with a one-year program. They know where to cut corners, but they make haste slowly the first week or two in order to lay a good foundation of confidence and understanding and to take care of late comers. Writing is introduced about lesson 6. Usually only one letter is assigned for writing practice the first night; two the second night; three the third night, and so on, until the students are writing the whole assignment. From the time writing is introduced, the class takes dictation (with books open) and each piece of material used is dictated two or three times. No attempt is made to cover the entire lesson—it is just sampled. Since every sixth lesson is a review, these teachers go from 5 to 7, from 11 to 13 etc., as teaching lessons, using every 6th lesson for sight reading—reading a little each day from lesson 6 when working on 7, 8, 9, etc. Records and tapes are used wherever possible to give additional dictation and to give the teacher an opportunity to take care of individual differences.

Simple new-matter dictation is started at the completion of lesson 54. Teachers who have been following this type of program finish lesson 54 shortly after Thanksgiving and then go on to the second book; retaining, if possible, the manuals for *reading* of lessons 55 through 70. From then on, more and more new matter is dictated each day until more than half the period is spent on this type of dictation. In many cases, the shorthand teacher is also



the typing teacher. In that case, the teacher is laying a careful background of pretranscription training in both classes with no danger of contradiction. (If these courses are handled by different teachers, they should get together on their teaching devices.)

About eight weeks before the close of the year, transcription is started. While these students will not be expert in transcription, many teachers have been able to get their students up to a shorthand writing speed of 100 words a minute by the end of the first year (giving the dictation for transcription at 80). How much time you have for the program is not important—how you use the time you do have is.

Utilizing time to best advantage is the slogan of these teachers. Some of the general practices that make the best use of that time are:

1. *Sell the subject.* The first lesson must be presented in an interesting and enthusiastic way so that many students will say, "That wasn't bad at all."

2. *Take students into your confidence.* Tell them how they learn shorthand—that they will not master a lesson immediately; nor will they stay with a single lesson until it is mastered. They will go on and gradually the principles will be absorbed. When they get discouraged, and they will, they need bolstering. Let them turn back a few lessons and they will see that a lesson that gave them trouble a week ago is now much easier.

3. *Concentrate on the reading approach for at least the first few lessons.* Perhaps you do not agree on this approach, but where it has been followed the results have been most gratifying. It gives the students a chance to become acquainted with the shorthand alphabet before trying to write the characters. This is very similar to the way in which they became acquainted with the long-hand alphabet.

4. *Teach them to study.* They must be taught what to do and how to do it. You cannot follow them home to see that they follow all the advice given them, but it is important to stress the reading of the lesson *before* it is written.

5. *Complete the entire lesson.* After the writing is underway for a few days, it is better to write the entire lesson through once than to do half of the lesson twice. It is the *re-creation* of the outline rather than just the repetition that helps in the final mastery.

6. *Allow time for pretranscription training.* This starts early in both the shorthand and typewriting classes. It lays the groundwork for the final goal of mailable letters.

The classroom diet that pays off is one in which the greater part of the period is spent on reading and dictation—dictation of connected matter rather than isolated word lists.

In beginning shorthand, each letter, or fraction of a letter, might be dictated three times with none read back. As the skill improves, one "take" out of three or four might be read back. In the early stages, all shorthand should be read from the textbook rather than from homework notes. Too much time, that can be utilized to better advantage, would be wasted in reading from homework notes at this level.

Keep it brief. Presentation of the new lesson should be placed on the chalkboard in small doses, with frequent recall, and interspersed with other activities.

A typical class period during the early chapters might be:

- a. *5 minutes.* Presentation of new brief forms, or the new principles to be taught. The outlines are written on the board, read repeatedly, then left there for recall.

- b. *5-10 minutes.* Reading and writing (dictation) from previous night's homework.

- c. *1 minute.* Recall drill from the outlines on the chalkboard.

- d. *4 minutes.* Presentation of additional new material (spelled, and spelled—this spelling lays the groundwork for the new material that will be dictated at some future date—the importance of spelling several times was explained so simply by a young man who was rather slow. He said to the teacher, "You know, it is a good thing we are spelling those things three times because the first time I don't know what's being said; the second, I hear it; and the third time, I say it.")

- e. *5-10 minutes.* Reading, writing.

- f. *1 minute.* Recall drill from the outlines on the chalkboard.

- g. *4 minutes.* Presentation of the remaining new material of the lesson (spelled, and spelled).

- h. *2 minutes.* Reading from brief-form charts.

- i. *1 minute.* Another recall drill from the outlines on the board.

- j. *4-6 minutes.* Preview of new homework assignment. (If more time is available, use it for additional reading- and writing-practice, between items i and j.)

Have students keep their books open while you are dictating from the lesson—progress will be faster. Some teachers wonder, "If I always permit my students to keep their books open, how can I be sure they will ever look away?" They will. Since you will dictate each piece of material several times, and each time faster, a student simply does not have time to be looking in the book continually. And speaking of keeping books open—students cannot do it very well if beginning shorthand is taught in a room that has nothing but tablet armchairs. Try to get desks or tables for beginners.

Preview the new assignment that will be read and written tonight. Since considerable time is spent at the board, in the spelling and reading of word lists, stream-

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*"Regardless of when new matter is introduced, the teacher must decide the right time, right amount . . ."*

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line the homework by having the students copy only the connected matter (reading it first, of course). For further streamlining, use the key for a quicker and greater coverage of material.

#### **Advanced Shorthand**

This term is relative but it is considered to be as "after completion of the manual." This is the period in which speed is developed. A good background has been laid through beginning shorthand, for dictation was started on the first day that writing began. Now, however, the bulk of the period is used for new-matter dictation, preceded by a very adequate preview. The first two or three weeks may require a preview from 20 to 30 per cent (depending on the class). After the student becomes accustomed to the writing of new matter, the amount of preview can be lessened to about 10 per cent. Previewing should be continued throughout the whole speed-building program.

In developing speed, greater progress is made if more time is spent on short takes than on the usual five-minute dictation. One- and two-minute takes at higher and higher speeds (not forgetting control) will make it easier to take a five-minute take at a lower speed. Occasionally, this writer has heard a teacher say, "These students have passed their 100; these, their 80; but these two have not passed their 60 yet, so I am giving them a five-minute, sixty word test every day in the hope that they will pass one." That is one of the surest ways of killing their chances. They don't need *more* five minute takes at 60, they need more one- and two-minute takes around 80 and 90 with a definite plan of speed building.

Depending on the length of your course, transcription might be offered when the students are doing about 80 words a minute in shorthand and 40 to 45 words a minute in typewriting. This writer believes in deferring typewritten transcription as long as possible and still allow adequate time for that important training. It is important to remember that notes to be easily transcribed must be written below the *top* speed, otherwise too much time will be wasted in deciphering.

#### **Variations**

While new-matter dictation is usually deferred in the high school until the completion of lesson 54, it may be started much earlier with college students or adults. In adult evening classes, many of the students are most anxious to make use of their new skill as soon as possible. Regardless of when new matter is introduced, the teacher must decide the right time, the right amount, and the extent of preview.

One device that has proved very helpful to evening students (and keeps them with you until the completion of the course) is to have them make a list of the terms or

expressions used frequently in their business. It is suggested that they make the list in two columns, double spaced, keeping a copy for themselves and giving the original to the teacher. The teacher, with the cooperation of the students, uses these lists when introducing the intersecting principle to show how it can be applied to their own work.

Also, a most satisfactory plan has been to have the students bring in typewritten copies of two letters typical to their business. The teacher looks the letters over and changes a word or two in accordance with the principles taught and then places on the board one of the letters making an announcement to the effect, "Tonight, we are going to be able to take dictation on some matter which was turned in by Miss Blank." The letter is read several times and then dictated. Each member of the class is anxious to know when his letter will be used—it is a wonderful motivating device.

In several adult evening classes that only meet two nights a week, because the students were pushed for time, the teachers covered the 54 lessons in 35 periods of 40 minutes each. How did they do it? By merging several lessons, shortening the instruction period on each just a little. At no time did they merge two lessons, if each lesson had brief forms.

For example, you might take it easy on the first chapter (one lesson a period) then give lessons 7 and 8 in one period; 9 and 10 in another. On the other hand, lessons 16 and 17 would each be taught separately as each has brief forms—do not make the memory load too heavy in any one period. When lesson 16 is being presented, some time might be used on lesson 12 since it is a review. On these tight schedules, teachers have found tapes and records of great help. Some schools have set up dictation stations where students may report for dictation at specified speeds. On this merging process, the use of the key is almost mandatory.

If time is constantly being "stolen" from you by frequent assemblies, holidays, and the like, the merging of some activities might be the answer. For example, many teachers use the review lessons, which occur every sixth lesson in the Manual, as their "expansion joint." So long as their class periods are on schedule, they skip the review lessons, going directly from lesson 5 to lesson 7, from lesson 11 to lesson 13, etc. Then, whenever they need extra or special material for a short class period, they use the omitted review lessons.

It is interesting to see the extent of variations as one travels around to hundreds of classrooms throughout the country. The important thing is that the variations work and are bringing excellent results in the thought foremost in our minds—happier students who can live and work with others, and who can put their accomplishment to use by earning a living.

*"The student should be aware of the purpose behind each classroom activity."*

## Shorthand Can Be Taught in Less Time

*Classroom procedure should be based on full active participation by every student.*

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**A**N ASSIGNMENT to teach a one-night-a-week shorthand class presents problems to every conscientious teacher. After the comparative serenity of the five classes each week normally devoted to shorthand, an abbreviated schedule calls for maximum teaching effort and intense student application.

Many colleges attempt to offer shorthand on a three-day a week basis and most of these achieve superior results. What is the reason for such success? Can the same degree of skill be achieved in a shorter period of time than was formerly thought possible? The recent trend to reduce the number of semesters of shorthand training is an indication that, perhaps, better methods of instruction and easier-to-learn shorthand are aiding teachers in their efforts to reduce the time spent on skill.

There is certainly a strong argument in favor of reduced time for skill subjects. Education has as a primary objective the development of the ability to do critical thinking. Our skill courses do *not* do that. While the development of a vocational skill is very important and may contribute to critical thinking in the ultimate application of the skill, our academic colleagues shudder at the thought of as much as 20-25 per cent of a high school or college education being devoted primarily to skill training. And rightly so! Without the ability to evaluate problems critically there will be no democratic society and, thus, no place for elective vocational education. As educators, then, it is our responsibility to keep the time devoted to skill development to a desirable minimum enabling students to spend more time studying specifically designed general education subjects.

The methods discussed here have been found valuable in teaching both one-night-a-week shorthand classes and three-day-a-week classes at a well-known university. The night class meets for two hours and forty minutes one night a week; the day classes meet for three fifty-minute periods each week.

### First Semester Classes

By omitting the review lessons in the elementary textbook, it is possible to cover all the theory in the first semester. In addition, doubling up on assignments late in the semester makes it possible to complete the entire elementary textbook.

The following principles have been found valuable in elementary shorthand instruction:

1. *Extensive group reading of the homework assignments.* The classroom procedure should be based on *full active participation by every student*. Individual reading of sentences or paragraphs by individual members of the class proves to be a waste of time for any reason other than an occasional check on the progress of individual students. A complete homework assignment can be read in ten minutes or less when it is done in "choral" style. If individual members of the class are called on to read, the classroom tempo is slowed to a boring pace, if not to a standstill. Group reading has the added advantage of forcing each member of the group to read in thought groupings rather than to concentrate on each individual outline. The time for concentration on each outline is when the student prepares his lessons outside the classroom.

To ease the minds of those students who might feel that they are not reading as rapidly as the class, the teacher should explain to the entire class that in group reading the pace is much faster than in individual reading because each member of the class is participating and contributing words which assist other students in their reading.

Actually, the teacher sets the pace for this reading. The teacher's voice dominates the early reading, but by the sixth or seventh lessons, certain individuals in the class—those who "catch on" quickly—set the reading pace and the teacher's voice ceases its domination.

2. *Intensive writing of dictated material.* All too often teachers attempt to dictate the entire lesson in class. Fluency in writing, it is believed, is better developed through intensive dictation practice on smaller amounts of material.

The one-minute speed building plan can be started as soon as students are writing shorthand. The amazing thing is that students can write more rapidly from dictation of thoroughly practiced material than they can copy from the plates in the text. Starting the one-minute plan at about forty words a minute will not affect adversely the fluency of the students' penmanship. The twenty-word standard groupings in the first part of the text contain more separate outlines than do the groupings later in the text. Thus, some of our early dictation at forty words a minute contains fifty actual words a minute. This dictation is fast enough to keep the stu-



dent from drawing his outlines. The reader who teaches the Gregg system of shorthand is advised to follow Strony's<sup>1</sup> suggestions for using the one-minute speed building plan. These suggestions can be pasted securely inside the front cover of the teacher's textbook so that they can be referred to at any time.

Again, it is far better to intensify our writing on two or three short writings than it is to attempt to write the entire lesson copying from the textbook.

3. *Rapid automatization of the brief forms.* Again and again one reads that the brief forms can be taken lightly—that they occur so often that extra practice on them is not necessary. But this is not always true. A check in any of the advanced classes will reveal that many students fail to automatize them.

The solution—old-fashioned *flash cards*. Using India ink and three by five inch cards, anyone can construct a set including all the brief forms in an hour or two. They should be written large enough to be seen from the back of the classroom. A daily one-minute drill using flash cards will make secure these outlines in the minds of the pupils.

4. *Spell, spell, spell.* These words could be written a thousand more times, as they have been before, without losing their value and meaning for beginning shorthand instruction. Word previews and the introduction of new shorthand principles gain effectiveness when the outlines are spelled according to the sounds involved. Like the use of flash cards in brief form learning, spelling aloud ties the shorthand characters and the sound together. Do not forget that the end result of shorthand instruction is the development of the ability to record the spoken word according to sound! A silent shorthand class is simply too far removed from the end product to be effective.

What should teachers expect in the way of achievement after approximately 45 hours of shorthand instruction? Sustained writing speed is not a goal. Time simply does not allow for the development of it. An adequate understanding of shorthand theory is a goal, but, in addition, the ability to record new-material dictation at sixty words a minute for a short period of time is expected.

#### Second Semester Classes

If the groundwork has been well laid in the first semester, the second semester, with its emphasis on speed development and writing fluency, becomes the most interesting and challenging period in the shorthand sequence.

Again, it is necessary to assign two lessons for each class meeting. Believe it or not, this does not put an undue strain on the student. Most teachers will agree that their students do not put in the amount of time on home-

work during the second and succeeding semesters that they do in the first semester. Despite admonitions to the contrary, students write their homework assignments as rapidly as possible without first reading them over and being sure that they are familiar with the content. Whatever teachers assign, so many pages or lessons or letters to be written, the student knows that the written pages he submits are accepted as evidence of a completed homework assignment. Certainly, teachers should make every effort to develop good study habits, but good classroom teaching is the real key to success.

The following techniques are among those found to be successful in the second semester. The procedures now are similar to those which will be used in second-year classes, although the emphasis on transcription will continue to increase.

1. *Extensive and intensive dictation practice.* The emphasis on concerted reading is diminished because of the increased dictation. The one-minute speed building plan, the pyramid plan, and expanding new-material dictation play an important part in classroom procedure.

The repetitive speed-building plans call for intensive practice and enable the teacher to meet the needs of the entire class, for, in this phase of the shorthand sequence, a wide range of ability begins to appear in the class. The introduction of new-material dictation, always adequately previewed, extends the dictation beyond the confines of the textbook, and satisfies the curiosity of students regarding their ability to record dictation of new matter.

2. *A systematic theory review.* Many teacher complaints are voiced about the lack of a thorough theory review in advanced shorthand classes. Fortunately, the new textbooks attempt to do something about this. In addition, workbooks have been published which correlate theory review with the textbook assignments.

An opportunity to bring additional theory review into the classroom occurs when word previews are placed on the blackboard. When the outline for "serious" is placed on the board, for example, the teacher should take this opportunity to review the "ious" ending by recalling for the class the outlines for "tedious," "studious," "genius," and other words having that same ending. This, of course, can be overdone and should only be used when relatively difficult principles are encountered.

3. *Short but frequent tests.* Shorthand instructors have cut the time for sustained writing tests from five minutes to three minutes because so many of the employment tests require only three minutes of dictation and partially because the time for transcription can be reduced to fit into the short class time. Only about one-half a class period is required to give two or three writings at varying speeds. The students can then select the test which they wish to transcribe.

<sup>1</sup>Madeline S. Strony, "When You Teach Gregg Simplified," *Business Teacher*, March 1954, p. 14.

This testing program can be included one day a week, and it is not unusual for a student to jump successfully from one speed to the next in successive weeks. A big advantage in this technique is that students are able to see their improvement from one week to the next. Even those who score less than 95 per cent accuracy can see their weekly improvement, and experience has shown that if a student scores between 85 and 90 per cent one week his chances of scoring over 95 per cent at the same speed the following week are excellent.

4. *Recorded practice material.* Practice material recorded on some of the modern office machines is becoming a favorite practice in many schools. While it is often difficult for students to arrange practice periods outside of class time, it is possible for them to take the practice records home for use with a 33 RPM record player.

5. *Early transcription at the typewriter.* If at all possible, students should transcribe at the typewriter as soon as they are capably taking dictation at 60-80 words a minute. This is difficult to arrange in most day classes when the typewriting rooms are in full-time use. However, in the long one-night-a-week classes it should not be too difficult to arrange. It is extremely valuable in breaking the long period into shorter, less tedious sessions. It is possible to change rooms for transcription during the evening classes. After the dictation practice in one room, the class moves to the typewriting room for the next portion of the session. This change of rooms seems to give the students added vigor and, for that

reason alone, should warrant consideration.

Another important reason for introducing transcription early in the program is that so many students do not continue their shorthand study beyond one year. This is particularly true of those persons enrolled in adult evening classes.

By the end of the second semester, writing speeds on the three-minute tests in excess of seventy words a minute give satisfactory evidence that the student can succeed in the advanced shorthand classes. However, this should be a minimum requirement. Some students are capable of writing 120 words a minute at the end of this semester.

No matter what our program might be, the success of a shorthand class depends on the ability of the teacher to plan for the *full participation* of every member of the class in every activity. The student should be aware of the purpose behind each classroom activity.

The study of shorthand can be dull or it can be a stimulating experience. Which it will be rests with the teacher. The enthusiasm and vitality of the teacher are important factors in the development of these same qualities in our students. Four words—participation, stimulation, variation, and cooperation—should guide teachers in their shorthand instruction. The first three guide the classroom activity. The fourth, cooperation, calls for the free exchange of ideas among teachers through institute meetings and contributions to professional periodicals.

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*"Meaningful production-test scores can provide real achievement goals if properly employed."*

## A Plan for Shorthand Motivation and Measurement

*Presented here is a suggested schedule for transcription work and a plan for the measurement of mailable-copy production.*

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**T**EACHING-TESTING devices and methods in advanced shorthand and transcription are built around the achievement of two main goals. The first of these two goals may be termed a primary or preliminary goal—building recording skill. In the methodology of speed building, there are various plans in popular use, such as the minute-step plan and the pyramid plan. Achievement through the use of these devices is customarily measured through the verbatim scoring of transcripts of five-minute dictations at speeds of 60, 80, and 100 words a minute or higher.

The second or the terminal goal is mailable-copy production, which involves an integration of the basic skills; namely, typewriting, shorthand, and English. Effective instructional procedures directed toward the attainment of this second goal require something more than dictation of business letter materials; effective measurement requires more than the proofreading of transcripts. Student progress during the production training period is facilitated by the adoption of an instructional plan which provides for both motivation of effort and the measurement of the development of all of those factors comprising the composite skill to be attained. Meaningful production-test scores, in addition to indicating student progress, can provide real achievement goals for the students if properly employed.

Presented here is a suggested schedule for transcription work for the semester and a plan for the measurement of mailable-copy production on the basis of a point-scoring system. Under this point-scoring plan, points are allocated to each letter transcript according to the number of words contained in that transcript. Two scores are yielded. First, a mailable point (MP) score represents the number of words transcribed in all those letters that are mailable. No mailable point credit is allowed for those letters containing uncorrected spelling, punctuation, or grammatical mistakes; displaying careless or untidy work habits; or showing any other type of error which would render the letters unmailable. The MP score, therefore, reflects the actual quantity of mailable copy produced and serves to emphasize to the students the importance of mailability.

Second, a net point (NP) score represents the net

words transcribed in *all* letters, both mailable and unmailable. Accuracy here is measured and encouraged by a deduction of one point for each uncorrected error. Speed also is measured and encouraged by the net-point accumulation within the timed transcription period.

Thus, transcription speed and accuracy are measured on a mailable and net basis, reflecting comprehensively the total work of the student in the transcription process, and providing certain diagnostic data to the instructor for remedial purposes. The instructor further benefits from a simplified scoring, record-keeping, and interpretive process as only two significant, and easily computed scores are recorded for each set of transcripts for each student.

This plan necessitates the following steps:

1. *Determine quantity of material to dictate.* Assuming that twenty-five minutes are devoted to the actual transcription of letters and that the more advanced students in the class are now transcribing at a rate of approximately 20 words a minute, it follows that the instructor should dictate at least five hundred words (20 w.a.m. for 25 minutes), plus an extra letter to challenge the best students.

2. *Determine point allocation.* Ascertain the number of words in the body of each letter. To this number add fifteen words for the inside address and closing. Divide this total by ten (total words in body plus 15, divided by 10). This quotient represents the number of points allocated to the letter.

Again, assuming a twenty-five-minute transcription period, a group of letters would be selected and points allocated as follows:

	Words in Body	Address and Closing	Total Words	Points
Letter No. 1	65	15	80	8
Letter No. 2	95	15	110	11
Letter No. 3	115	15	130	13
Letter No. 4	124	15	139*	14
Letter No. 5	61	15	76*	8
Letter No. 6	49	15	64*	6
			599	60

\*Carry .5 and .5+ as 1 point



*"It is axiomatic that production work in order to be accurately measured must be timed."*

If envelopes are to be addressed, add an additional ten words to each letter. Again, divide the total by ten to determine point allocation. With an envelope, the allocation of points to Letter No. 1 would be:

	Words in Body	Address and Closing	Envelope	Total Words	Points
Letter No. 1	65	15	10	90	9

3. *Dictate the material.* After selecting the materials to be dictated and allocating points for each letter, proceed with the dictation in the accustomed manner. The speed of the dictation may be adjusted according to the wishes of the instructor and the requirements of the classroom without altering the scoring plan.

4. *Time the transcription.* It is axiomatic that production work, in order to be accurately measured, must be timed. At the end of the transcription period (here, twenty-five minutes), all students must immediately stop work.

There are occasions when some students will complete all the work before time is called. In such instances, they are given a point bonus for each minute that they finish early. The number of points given for each minute is determined by the speed at which the student must have transcribed in order to complete all the letters dictated. If a student transcribed within twenty-five minutes all of the letters in the example just given (This is not likely since better students in the class were said to be transcribing at 20 w.a.m.), the transcription speed would be 24 w.a.m.; and the student should actually receive a bonus of 2.4 points for each minute. Bonus points selected from the table given below, however, will yield a sufficiently accurate score. For recording purposes, the instructor will also find it expedient to round the total bonus figure to the next whole number, thus eliminating the necessity for recording  $\frac{1}{2}$  points.

Speed for Completion	Bonus Points a Minute
10 words a minute	1.0
15 words a minute	1.5
20 words a minute	2.0
25 words a minute	2.5
30 words a minute	3.0

5. *Score the transcripts.* If our achievement goals in the classroom are to be realistic and accurately reflect occupational standards as they exist in the office, letter production should be evaluated or scored on a mailable basis in the sense that reasonable substitutions are allowed. Therefore, on each letter deduct one point for each uncorrected error such as spelling, punctuation, and unallowable substitution, from the total points allocated to that letter and indicate on that letter the number of net points (NP) allowed. If the letter is mailable, place

a check mark by this score. After similarly processing each letter, total the net points plus any bonus points for early completion of transcription. This total is the recorded net point (NP) score.

Next, total the points for all letters that were mailable (those with a check mark). This total is the recorded mailable point (MP) score. Bonus points are not included in the MP score unless all letters are mailable. In such a case, the MP and NP scores will, of course, be equal.

Let us assume that Mary Smith transcribed as follows on the letters dictated; her score would be calculated thus:

	Points	Number of Errors	Net Points	Mailable Points
Letter No. 1	8	0	8	8
Letter No. 2	11	1	10	—
Letter No. 3	13	0	13	13
Letter No. 4	14	0	14	14
Letter No. 5	8	3	5	—
Letter No. 6	6	0	4*	4*
			54-NP	39-MP

Corrected on an allowable substitution basis, Letters Nos. 1, 3, 4, and 6 contained no errors and are included in the mailable point (MP) score, which is 39. Letters Nos. 2 and 5 contained errors which rendered them unmailable so they are included only in the NP score, which is 54. Remember, the NP score includes both mailable and unmailable letters; the MP score includes mailable letters only. Mary Smith's score would then be indicated on the instructor's record as 39/54 (MP/NP).

6. *Interpret the score.* An MP score of 39 indicated 390 words of mailable copy transcribed in a period of twenty-five minutes at a production rate of 15.6 or 16 w.a.m. (390 words divided by 25 minutes). The NP score of 54 denotes 540 net words transcribed in twenty-five minutes, yielding a net production rate of 21.6 or 22 w.a.m. (540 words divided by 25 minutes).

If possible, the instructor should be consistent in the allotment of time for transcription—periods of twenty minutes to one hour may be used—in order that comparable MP/NP scores may be obtained. Moreover, consistency in allocation of transcription time facilitates the rapid conversion of a point score each time to words a minute from a table such as the following, which is prepared for a transcription period of twenty-five minutes:

\*Mary had completed about two-thirds of Letter No. 6 when time was called. An accurate score for partially completed letters may be obtained by referring to the Standard Word Count in the dictation text, determining the number nearest to which the student transcribed, and multiplying this number by two. This score may be further refined by adding one point for the inside address, which is not usually included in the Standard Word Count.

If the transcribed portion of a partially completed letter is mailable, credit is given the student in both the NP and MP score; otherwise, it is included only in the NP score.

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*"You get from your students what you expect from them!"*

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CONVERSION TABLE. 25-MINUTE TRANSCRIPTION PERIOD

Score (MP or NP)	WAM	Score (MP or NP)	WAM
75	30	45	18
70	28	40	16
65	26	35	14
60	24	30	12
55	22	25	10
50	20	20	8

There is, however, no reason that the semester's plan could not allow for twenty-minute transcription periods at the beginning, later progressing to forty- and sixty-minute periods if feasible.

Further insight into a student's work is obtained by computing the ratio of the MP score to the NP score (MP:NP), which in the case of Mary Smith was .72:1 (39:54). Students should be encouraged or required to maintain their MP score at a satisfactory ratio to their NP score, even if this entails slower, more cautious transcription resulting in a slightly lowered NP score. A ratio of .75:1 (75 per cent mailability) would seem to be a reasonable intermediate ratio requirement. Near the termination of the semester, the ratio requirement may be increased to a higher percentage of mailability.

#### Using the Scores for Motivation

According to Hardaway, "Test results can be used to promote competition between class groups and competition by individuals against their own past records." Students who keep a record of their MP/NP scores are challenged to improve their MP score (speed, accuracy, and mailability) and NP score (speed and accuracy), in satisfactory ratio, each time the class transcribes.

Frequently, on the board may be written the array of MP scores made on a particular day's transcription, indicating quartiles, so that each student may compare his mailable-copy production standing with that of the group. By means of range and quartile MP scores, it may periodically be demonstrated to the class their overall production increase through comparison of present performance with work completed earlier in the semester.

This motivating-measuring plan, which is simple in its computational aspects and free from burdensome detail in recording, is presented in the belief that its adoption will prove to be an aid to the instructor in his endeavors to develop higher skills and obtain more accurate measures of achievement in the shorthand-transcription classroom.

<sup>1</sup>Hardaway, Mathilde and Maier, Thomas B., *Tests and Measurements in Business Education*, South-Western Publishing Co., Cincinnati (1952), p. 9.

## Could This Happen to One of Your Shorthand Students?

By FRED S. COOK  
Coe College  
Cedar Rapids, Iowa

A speaker at a business-education conference recently used the illustration of a young teacher, who in her first year of teaching required all of her students to pass 120 words-a-minute "takes" in order to receive credit for the course. All "takes" had to be transcribed on the typewriter. This teacher worked hard, so did the students, and all of her students completed the course satisfactorily.

That summer the teacher went to a well-known university to learn how to become a better teacher. In the course of the work and through her contacts with experienced teachers she found that she had been doing something terrible! No one expected the poorer students to take dictation at 60 words a minute, very few allowed students to use the typewriter, and no one in his "right mind" would insist on typewritten transcripts of material dictated at 120 words a minute as the minimum requirement.

The next year the young teacher heeded the advice of the experts and the experienced teachers; no student has been able to attain 120 wam since that eventful summer. Yes, you get from your students what you expect from them!

A young college instructor, the first time he taught simplified shorthand, was told by his superior that the minimum requirement for the eight-weeks summer session was dictation given at 60 words a minute. Being quite naive, he not only told his class that the minimum requirement would be 60 wam on new material, but that all transcripts had to be typed in *mailable letter style*! There were thirteen students in his class and all met this minimum.

He later found that the experts would *never* give machine transcription in the first semester, and seldom (if ever) in the second. Furthermore, the experts would never insist on mailable copy on 5-minute "takes." Con-

sequently, none of his students have turned in 5-minute "takes" in mailable letter style since that time. However, the opinions of the experts and experienced teachers did not ruin him completely; he still insists that all transcripts be typewritten. You get from your students what you expect from them!

There is little disagreement today among business teachers about shorthand being a vocational subject. However, there is considerable disagreement concerning the definition of vocational competency and the length of time it takes to acquire that competency. In some cases there is even disagreement as to whether one means competency in taking shorthand notes, or competency in transcribing those notes.

For various reasons, many of them legitimate, thousands of students never take more than one year of shorthand. Some of the reasons for this fact include: scheduling difficulties, quitting school, moving to another school, getting married (but having to work), and taking shorthand in the senior year. If students are deprived of training in machine transcription, they are being cheated. To do a professional job in our teaching, one must ask for professional results—vocational competency—and teach for vocational competency.

#### **You Get What You Ask For!**

At a recent professional meeting where the topic of machine transcription was being discussed, several reasons were advanced for not teaching transcription during the first year. (In some schools it was not even taught during the second year!) One of the most commonly heard reasons was the lack of typewriters because of crowded classrooms and schedules.

Business teachers cannot help compare this excuse with the reaction of a home economics teacher who was asked to teach a course in cooking. She immediately agreed to teach such a course the following year and began making plans for the course. Since the school had no stoves, one of her first actions was to request that a laboratory be established and equipped with a certain type of stove. The principal of the school immediately told her that there was no room and that no money was available for stoves. The course would have to include only the theory of cooking.

Her reaction was to state in no uncertain terms that if she was expected to teach cooking, stoves would have to be provided. No stoves—no course would be taught by her in cooking! This professionally minded teacher taught cooking the next year. The stoves that she requested were purchased.

It is ironical that in today's labor market with employers literally begging for stenographers, thousands of students are being graduated with one year of theory and no practice in transcribing shorthand. These same

students, for obvious reasons, are not taking jobs as stenographers because they realize that they are not qualified to do the job the employer wants done.

If machine transcription cannot be taught in our schools for any one of the many reasons which are commonly given, business teachers should not teach shorthand! Shorthand without a typewriter is like cooking without a stove! You get what you ask for in the way of equipment and facilities if you feel that you need them in order to do a professional job and ask for them on a professional basis.

If you want or need more ammunition to support your request for machine transcription during the first year of shorthand, consider the following hypothetically true case. Could this happen to one of your students?

Jane had just been graduated from high school and was being interviewed for her first job as an office worker. She wanted to get this job since it was considered the best place in town to work. She hoped to become a business teacher but felt that some work experience—and some money—was needed before she could enter college. Since it was such a wonderful opportunity, Mr. Wray could be quite selective. He had asked each of the high schools to recommend its best stenographic students. Jane was not really a business major. She had taken all of the college preparatory courses and had elected the basic business courses. Fortunately her father knew Mr. Wray, so she had been given the appointment for an interview.

Jane smiled to herself as she recalled that she had been the only student to pass a 5-minute "take" at 80 words a minute with 95 per cent accuracy. Of course, her father had just mentioned the other day that it was necessary to fire one of his stenographers recently because she was always making errors in the letters he dictated. Evidently 95 per cent accuracy was not enough for Jane's father. She hoped Mr. Wray would be more lenient—after all it was her first job!

Besides, Jane's shorthand teacher had mentioned something about some studies in which it was stated that very few dictators dictated over 78.9 wam, and then only for very short periods of time. She remembered watching her father dictate and none of his letters were over 100 or 150 words in length. Just a minute or two's dictation if he dictated steadily. Jane recalled also that her teacher had emphasized that most men did not dictate steadily and that it would take them as long as ten or fifteen minutes to dictate a short letter. She knew that she could get the dictation; she had passed all the theory examinations her teacher had given with 100 per cent accuracy, and all the brief form tests, too!

As for typewriting, Jane gave a slight grimace when she remembered some of the scores received the first



semester on her timed writings. Ten words off for each error did seem like a heavy penalty. Why even the last month of class she had a bad day and ended with five words "in the hole" on the 5-minute timed writing. However, since her work generally had been very good, an "A" for the course was received.

Jane had almost failed the course when she asked her teacher about learning how to erase while taking a timed writing! Miss Accuracy almost "had a stroke" when Jane suggested that was the way it was being done in a college class in which her girl friend was registered. Of course, Miss Accuracy probably was right in doing it her way since evidently all championship typewriting contests used those rules.

Yes, Jane felt quite confident about the technical skills; she could still hear her shorthand teacher emphasizing the point that there was more to getting and holding a job than mere skills. You needed the right work habits and attitudes. In her heart she felt the satisfaction of having been a willing worker, quite cheerful, and able to get along well with her classmates. There was no fear on that score, Jane would be able to get along with anyone if a chance at this job would be offered.

After a quick mental review of all the factors which needed to be kept in mind during the job interview, Jane was sure that she would make a good impression. Last month she had been selected to demonstrate in the shorthand class the right techniques for a job interview. The man from the employment office had made several suggestions, all minor, and had complimented her very highly on poise and on the preparation for the interview.

#### **Taking the Tests**

Suddenly, it was Jane's turn! She took a deep breath and walked confidently in to start the first real interview. She just had to get this job. Mr. Wray's questions were direct and easy to answer. Soon she was in another room taking the battery of tests required of all applicants. It seemed to her that Mr. Wray had been impressed with her qualifications.

The clerical aptitude, the intelligence tests, and the typewriting tests were soon completed and had not caused her too much difficulty. However, there had been more to the typewriting test than just a timed writing from straight copy, but the test was not too difficult and she had even made a good score on the straight copy—only 3 errors in 10 minutes.

Just as the person administering the test finished dictating the last letter, Mr. Wray, who had been reviewing Jane's other test, asked her to bring a notebook and come into his office. He said that since the time was quite short and since she had done such a superior job on the other tests, he would not bother to take time to have the shorthand notes transcribed. He would, though, like to have her read these notes back to him. Jane was

a little surprised at this. In class the students never read their notes back. They always wrote them out in longhand and handed them in.

When Jane finished reading the notes, Mr. Wray asked her how she would like to start to work Monday morning as a stenographer in his office! He said that because of her fine high school record, the test results, and her poise during the interview, he had decided to hire her.

Although Jane was a few minutes early on Monday, Mr. Wray and his secretary were already there. It seemed that they had to attend a score of meetings which would schedule most of their time away from the office for the next few days. He had been waiting for Jane to arrive so that he could dictate a letter that had to go out this morning. After several letters to local businessmen had been dictated about a meeting in his office, he instructed her to transcribe them, sign his name, and mail the letters by noon. Then he and his secretary left for the meetings and Jane was alone, somewhat bewildered, but on her first job.

Thursday was a beautiful spring day until Jane walked into the office. She knew immediately by the way everyone looked that something was wrong. Almost as soon as she had sat down at the desk, Mr. Wray's secretary told her in a hushed voice that Mr. Wray wanted to see her immediately.

He wasted no time in saying that he was sorry, but that he would have to let her go. He said that he had never been so embarrassed as when his phone began to ring and the businessmen he had asked to attend a meeting in his office this morning began kidding him about having such a poor personnel policy that he was unable to get stenographers and had to write the letters himself in longhand.

Why, had she copied his letters in longhand instead of typing them? Jane was completely bewildered, type them! But—but in school they wrote them in longhand. The teacher always required them to write their letters in longhand. In fact, they did not even have a typewriter in the shorthand room. She had never written a letter on the typewriter! Why had not the shorthand teacher required them to transcribe their letters on the typewriter if that was the way it was done in a business office? The teacher had been so careful to have them do everything else the way the businessman wanted it done.

Could this have been one of your students? Are you sure? How many "C" or better students have you had during the past three or four years who were able to register for only your first year of shorthand? If you do not give them training in machine transcription during the first year, a similar incident could happen to one of your students!

Shorthand theory, any amount, without machine transcription is like learning to cook without a stove.

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### Selected Reading in Shorthand

(Continued from page 17)

- Gregg shorthand simplified, critical analysis of. Paul C. Ickes. 5:22 Oct '50
- Gregg shorthand simplified, experiences encountered in teaching. John J. Gress. 5:22 Oct '50
- Guarding against the little foxes of law stenography. Warren E. Kudner. 3:8 Apr '49
- Have shorthand teaching procedures kept pace with modern education? Dorothy H. Veon. 6:9 Oct '51
- Help pupils to help themselves to better shorthand outlines and transcripts. Anne Hammond. 4:25 Apr '50
- How to get the most out of repetitive shorthand. Esta Ross Stuart. 4:13 Oct '49
- Improving instruction in shorthand. John Bryant and Sherwood. Friedman. 3:8 Oct '48
- Individual learners in shorthand. Ruth Stauffer. 8:23 Nov '53
- Integrating the teaching of shorthand and transcription with realistic practice. Louis C. Nanassy. 2:40 Oct '47
- Legal secretary has endless variety of work. Rita C. Reimer. 7:14 Oct '52
- Let your students help you teach. Marian Kilbourn. 6:27 Mar '52
- Let's be practical in teaching shorthand. Violet A. Norton. 8:29 May '54
- Let's keep shorthand teaching progressive. Sister Mary Donald. 4:8 Feb '49
- Machine shorthand. Mary Burton. 5:27 Mar '51
- Medical dictation a highly specialized area. Celia A. Dalton. 7:17 Oct '52
- Modern shorthand construction. Charles A. Thomas. 3:32 Oct '48
- Motivation, what's in a name? Dorothy Anderson. 5:31 Feb '51
- Musts for good shorthand writers. Alta J. Day. 1:9 Apr '47
- My shorthand students do very well until. . . F. Kendrick Bangs. 8:22 Jan '54
- Normal promotion and the shorthand teacher. James Lynch, Jr. 2:8 May '48
- Objectives in training the medical secretary. Warren E. Kudner. 5:29 May '51
- Overcoming shorthand failure. Hilda Patricia Ratet. 3:8 May '49
- Play office—teach shorthand and secretarial procedures. Hulda Vaaler. 8:23 Dec '53
- Ranking and grading the shorthand class. Edith H. Huggard. 7:25 Jan '53
- Recent revisions in Pitman shorthand materials. Sherwood Friedman. 4:24 Oct '49
- Refresher shorthand course aids inexperienced stenographers. June E. Ayers. 7:21 Oct '52
- Revision—a cooperative achievement. Ann Brewington. 4:9 Oct '49
- Role of television in teaching transcription. Eugenia Moseley. 8:32 Oct '53
- Role of the supervisor in streamlining shorthand procedures. Estelle S. Phillips. 6:24 Oct '51
- Setting standards and measuring progress in transcription by means of the Ogive curve. Harry Huffman. 4:17 Oct '49
- Shorthand and business vocabulary understanding. Charles B. Hicks. 5:13 Oct '50
- Shorthand behind the impressive scene of steel making. Mary Stella. 7:19 Oct '52
- Shorthand bulletin board. Ada Immel. 4:32 Oct '49
- Shorthand for the left-handed writer. Miriam I. Goldin. 1:41 May '47
- Shorthand learning test. Anne Hammond. 4:25 Apr '50
- Shorthand proficiency of junior college students after one year of instruction. Ralph H. Peterson. 5:27 Nov. '50
- Shorthand reading processes. Ann Brewington 2:27 Oct '47
- Shorthand testing. Thelma Potter Boynton. 3:9 Jan '49
- Shorthand transcription—the work of the typewriting department. Eleanor Skimin. 8:11 Oct '53
- Specialized shorthand—in school or on the job (editorial). Dorothy Veon. 7:9 Oct '52
- Standards and grading in transcription. Ruth I. Anderson. 8:20 Oct '53
- Streamlining basic writing movements. Kenneth J. Hansen. 6:18 Oct '51
- Streamlining procedures for teaching elementary shorthand. Bess Allen. 6:13 Oct '51 (Continued on page 47)



# The Southern News Exchange

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Volume III

Fall 1954

Number 1

## SOUTHERN CONVENTION PROGRAM

LITTLE ROCK, ARKANSAS  
NOVEMBER 25-27, 1954

THEME: Human Relations in Business Education

This is the condensed program of the SBEA Convention. The official program will be available at the SBEA registration desk. Registration will open at 8:00 a.m. on Thursday, November 25, Marion Hotel, Little Rock, Arkansas.

### Thursday, November 25—9:00 A.M. UBEA REPRESENTATIVE ASSEMBLY— SOUTHERN REGIONAL MEETING

Presiding—Theodore Woodward, UBEA President, George Peabody College for Teachers, Nashville, Tennessee.

ROLL CALL AND ACCREDITATION OF DELEGATES OF AFFILIATED ASSOCIATIONS—Hollis Guy, Executive Director, UBEA, Washington, D. C.  
Business Session and Discussion Group Meetings

### Thursday, November 25—9:00 A.M. SIGHTSEEING—HOT SPRINGS TOUR

### Thursday, November 25—2:00 P.M. SPECIAL DEMONSTRATION

Chairman—Margaret Buchanan, Mississippi State College for Women, Columbus

Demonstrator—Alan C. Lloyd, The Gregg Publishing Division, McGraw-Hill Book Company, New York City

Title: BUILDING TYPEWRITING SKILLS—A DEMONSTRATION OF NEW TECHNIQUES FOR BUILDING TYPEWRITING SPEED WITH CONTROL

Thursday, November 25—3:00 P.M.  
Chairman—Mable Baldwin, Mississippi State College for Women, Columbus

Demonstrator—L. M. Collins, International Business Machines Corporation, Dallas, Texas

TITLE: THE FIRST LESSON IN TEACHING MANUALS AND ELECTRICS

### Thursday, November 25—4:30 P.M. RECEPTION FOR MEMBERS, GUESTS AND EXHIBITORS

### Thursday, November 25—7:00 P.M. FELLOWSHIP DINNER

Presiding—Frank M. Herndon, SBEA President, Mississippi State College for Women, Columbus

Toastmaster—Vernon Musselman, SBEA First Vice-President, University of Kentucky, Lexington

Address—Charles E. Kauzlarich, Northeast Missouri State Teachers College, Kirksville.

Title: HAVE YOU HEARD?

### Friday, November 26—9:00 A.M. FIRST GENERAL SESSION

Presiding—Frank M. Herndon, SBEA President  
Chairman—Gladys E. Johnson, SBEA Second Vice-President, Little Rock Senior High School, Little Rock, Arkansas

Symposium: THE BUSINESS TEACHER AND HUMAN RELATIONS

Speaker—W. M. Shepard, Vice President, Arkansas Power and Light Company, Little Rock

Title: HUMAN RELATIONS WITH BUSINESS AND INDUSTRY

Speaker—Willie A. Lawson, Manager, Schools Department, Democrat Printing and Lithographing, Little Rock

Title: HUMAN RELATIONS WITH PARENTS AND THE LAY PUBLIC

Speaker—Elvin S. Eyster, Indiana University, Bloomington

Title: HUMAN RELATIONS WITH STUDENTS AND STAFF MEMBERS

### Friday, November 26—10:45 A.M.

### DIVISIONAL MEETING

#### SECONDARY SCHOOLS

Chairman—Bessie Hiers, Lake City High School, Lake City, Florida

Assistant Chairman—Mildred Braden, Part-Time School, Little Rock

Secretary—Lucille Grissom, Ensley High School, Birmingham, Alabama

Speaker—Madeline Strony, Educational Consultant, The Gregg Publishing Division, McGraw-Hill Book Company, New York City

Topic: DEVELOPING AN EMPLOYABLE PERSONALITY

#### PRIVATE BUSINESS SCHOOLS

Chairman—Mary Crump, Jones Business College, Jacksonville, Florida

Assistant Chairman—A. M. Bruce, Massey Business College, Birmingham, Alabama

Secretary—Sudie Ozley, Perry Business School, Columbus, Georgia

Speaker—Jack H. Jones, Jones Business College, Jacksonville, Florida

Topic: GOOD HUMAN RELATIONS BETWEEN SCHOOLS AND BUSINESS

#### JUNIOR COLLEGES

Chairman—James Womack, Wood Junior College, Mathiston, Mississippi

Assistant Chairman—Benford Peoples, Northeast Junior College, Booneville, Mississippi

Secretary—Dorothy Coleman, Pearl River Junior College, Poplarville, Mississippi

Speaker—John A. Pendery, Office Manager, South-Western Publishing Company

Title: HELPING JUNIOR COLLEGE STUDENTS ADJUST THEMSELVES TO BUSINESS SITUATIONS

Speaker—Lytle C. Fowler, University of Mississippi, University, Mississippi

Title: BUSINESS EDUCATION IN THE JUNIOR COLLEGES IN MISSISSIPPI

#### COLLEGES AND UNIVERSITIES

Chairman—Roy Stevens, State Teachers College, Florence, Alabama

Assistant Chairman—Evelyn Babb, University of Florida, Gainesville

Secretary—Sara Anderson, Madison College, Harrisonburg, Virginia

Topic: GENERAL EDUCATION IN THE BUSINESS EDUCATION CURRICULUM

Moderator—Z. S. Dickerson, State Teachers College, Florence, Alabama

Panel—Margaret Bell Humphreys, University of Kentucky, Lexington

John H. Moorman, University of Florida, Gainesville

(Continued on next page)

### SPECIAL FUNCTIONS

### Thursday, November 25—7:30 A.M. UBEA 10,000 CLUB

Presiding—Hollis Guy, Executive Director, UBEA, Washington, D. C.

### Thursday, November 25—9:00 P.M. ARKANSAS OPEN HOUSE

### Friday, November 26—7:30 A.M. FBLA SPONSORS BREAKFAST

Presiding—Gladys Peck, National Board of Trustees, Southern Representative; Louisiana State Department of Education, Baton Rouge

Speaker—Sharon Holland, Southern Vice-President, FBLA, Heath High School, Paducah, Kentucky

### Friday, November 26—12:15 P.M. DELTA PI EPSILON LUNCHEON

Sponsor—Omega Chapter, George Peabody College for Teachers, Nashville, Tennessee

Presiding—Theodore Woodward, Chapter sponsor

Address: RESEARCH AS AN AID IN THE DEVELOPMENT OF TEACHING

Speaker—Paul S. Lomax, New York University, New York City

### Friday, November 26—2:00 P.M. TOUR AND RECEPTION

For Wives and Convention Guests (non-teachers)—Reception at the Governor's Mansion

Sponsor—Little Rock Women's Chamber of Commerce

### Saturday, November 27—7:30 A.M. COLLEGE BREAKFASTS

George Peabody College for Teachers, Theodore Woodward, Presiding  
Teachers College, Columbia University—Hamden L. Forkner, Presiding  
University of Kentucky, Vernon Musselman, Presiding

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**West Virginia**—Reed Davis, West Virginia Institute of Technology, Montgomery

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**Hollis Guy**—UBEA Executive Director, NEA Educational Center, Washington, D. C.

**Convention Program (Continued)**

**Friday, November 26—2:00 P.M.**

**SECTIONAL MEETINGS****BASIC BUSINESS**

Chairman—James White, East Carolina College, Greenville, North Carolina

Assistant Chairman—Cecil Abel, Northeast Mississippi Junior College, Booneville

Secretary—Maxine Patterson, Stetson University, Deland, Florida

Topic: THE ENRICHED TEACHING OF BASIC BUSINESS SUBJECTS

Moderator—Kenneth Zimmer, Richmond Professional Institute, Richmond, Virginia

Panel—Wallace Bowman, Manager, New York Office, South-Western Publishing Company  
Alan C. Lloyd, Editor and Publisher, Gregg Magazines, Gregg Publishing Division, McGraw-Hill Book Company, New York

**CLERICAL**

Chairman—Jewell Watson, Northwestern State College, Natchitoches, Louisiana

Assistant Chairman—Mary Dearen, Woodlawn High School, Birmingham, Alabama

Secretary—Margaret Old, Lawrenceburg, Tennessee

Topic: THE WHY, WHAT, AND HOW OF CLERICAL TRAINING

Moderator—James W. Crews, University of Florida, Gainesville

Speaker—Mathilde Hardaway, Woman's College, University of North Carolina, Greensboro

**ADMINISTRATION AND SUPERVISION**

Chairman—Donald Fuller, Georgia State College for Women, Milledgeville

Assistant Chairman—Parker Liles, Atlanta City Schools, Atlanta, Georgia

Secretary—Euclidean Threlkeld, State Department of Education, Tallahassee, Florida

Topic: OBTAINING STATE SUPERVISORY SERVICES FOR BUSINESS EDUCATION

Panel—One representative from each of the southern states that have no supervisor of business education

**Friday, November 26—3:30 P.M.**

**BOOKKEEPING AND ACCOUNTING**

Chairman—Roy Stevens, State Teachers College, Florence, Alabama

Assistant Chairman—Lanier Thompson, Quachito Parish High School, Monroe, Louisiana

Secretary—Alberta Frerichs, Richmond, Virginia

Topic: LOOKING AT YOU THROUGH YOUR PRODUCT

Speaker—Warren K. Bass, E. L. Baunt and Company, Certified Public Accountants, Little Rock, Arkansas

**SECRETARIAL**

Chairman—Christine Stroop, Austin Peay State College, Clarksville, Tennessee

Assistant Chairman—W. L. Tucker, Washington County Technical School, Abingdon, Virginia

Secretary—Mary Loyd McKeel, Watkins Institute, Nashville, Tennessee

Topic: WHAT PROSPECTIVE SECRETARIES SHOULD BE TAUGHT ABOUT HUMAN RELATIONS

Speaker—Sam Wanous, University of California, Los Angeles

Topic: HOW WE TEACH OUR PROSPECTIVE SECRETARIES TO HANDLE HUMAN RELATIONS

Panel—Eugenia Moseley, George Peabody College for Teachers, Nashville, Tennessee

Ena A. Threlkeld, Evening High School, Miami, Florida

J. Frank Dame, The Florida State University, Tallahassee, Florida

**Friday, November 26—7:30 P.M.**

**ANNUAL BANQUET AND INAUGURAL BALL**

**Saturday, November 27—9:00 A.M.**

**DISCUSSION GROUPS**

Group 1. PROBLEMS AND TRENDS IN SECONDARY-SCHOOL BUSINESS CURRICULUM

Chairman—Parker Liles, Supervisor of Business Education, Atlanta, Georgia

Consultant—Earl Nicks, University of Denver, Denver, Colorado

Principal Discussants—  
Ruby Baxter, Grayson High School, Grayson, Louisiana

Katharine Moak, Picayune High School, Picayune, Mississippi

Rebecca Collins, Northwest Junior College, Senatobia, Mississippi  
Ethel Plock, Aherns Trade School, Louisville, Kentucky

Group 2. PROBLEMS AND TRENDS IN BUSINESS-TEACHER EDUCATION

Chairman—John H. Moorman, University of Florida, Gainesville

Consultant—E. C. McGill, Kansas State Teachers College, Emporia

Recorder—Evelyn Babb, University of Florida, Gainesville

Principal Discussants—  
R. Norval Garrett, Southeastern Louisiana College, Hammond

Harry Huffman, Virginia Polytechnic Institute, Blacksburg

Rienzi Jennings, Memphis State College, Memphis, Tennessee

Herbert S. Madaus, University of Arkansas, Fayetteville

Group 3. PROBLEMS AND TRENDS IN THE TEACHING OF SHORTHAND AND TYPEWRITING

Chairman—A. J. Lawrence, University of Mississippi, University

Consultant—Albert C. Fries, University of Southern California, Los Angeles

Recorder—Hollon Barlow, Mississippi State College for Women, Columbus

Principal Discussants—  
Melvin Sims, Arkansas State College, Jonesboro

Dorothy Coleman, Pearl River Junior College, Poplarville, Mississippi

Bernice Lovan, Sturgis High School, Sturgis, Kentucky

Thomas N. Suddarth, Principal, Wardell High School, Wardell, Missouri

William H. Bonner, University of Tennessee, Knoxville

Laverne Bray, Northeast Mississippi Junior College, Booneville

Group 4. PROBLEMS AND TRENDS IN THE TEACHING OF ACCOUNTING AND BASIC BUSINESS SUBJECTS

Chairman—Howard M. Norton, Louisiana State University, Baton Rouge

Consultant—Gladys Bahr, Stephens College, Columbia, Missouri

Recorder—Hulda Erath, Southwestern Louisiana Institute, Lafayette

Principal Discussants—  
Lanier Thompson, Quachita Parish High School, Monroe, Louisiana

Grace C. Beall, Crowville High School, Crowville, Louisiana

Eunice Kennedy, Natchitoches High School, Natchitoches, Louisiana

Polly Lou Hicks, Boyce High School, Boyce, Louisiana

Group 5. PROBLEMS AND TRENDS IN THE TEACHING OF MACHINES AND APPLIANCES

Chairman—Gladys Peck, State Supervisor of Business Education, Baton Rouge, Louisiana

Consultant—Gerald A. Porter, University of Oklahoma, Norman

Re-order—Father Lawrence Phillips, Alabama

Principal Discussants—  
Marie Louise Franques, Southwestern Louisiana Institute, Lafayette

Della Rosenberg, Starke High School, Starke, Florida

**Saturday, November 27—10:45 A.M.**

**GENERAL SESSION**

Chairman—Theodore Woodward, UBEA President

Reports of Discussion Groups—

Group 1. . . . Secondary-School Curriculum,  
Parker Liles

Group 2. . . . Business Teacher Education,  
John H. Moorman

Group 3. . . . Teaching of Shorthand and  
Typewriting, A. J. Lawrence

Group 4. . . . Teaching of Accounting and  
Basic Business Subjects, Howard M. Norton

Group 5. . . . Teaching of Machines and Ap-  
pliances, Gladys Peck

Address—Dr. Paul Lomax, New York Univer-  
sity, New York

Title: BUSINESS EDUCATION LOOKS AHEAD

**Saturday, November 27—11:45 A.M.**

#### BUSINESS SESSION

Presiding—Frank M. Herndon, SBEA President  
Legislative Action

Reports—Division and Section Secretaries

Presentation of new officers, state representatives,  
division and section officers

Final drawing of prizes (must be present to win  
a prize)

Adjournment



SBEA President  
FRANK M. HERNDON



SBEA Convention Chairman  
GLADYS E. JOHNSON

### FROM THE GULF TO THE BLUE RIDGE

**Alabama** . . . Mary George Lamar, president of the Alabama Business Education Association, spent the summer in Europe. . . . Helen Smith, Ramsey High School, Birmingham, directed a guided tour of European countries during the vacation months. Miss Smith will be remembered as one of the capable local co-chairmen of the 1953 SBEA convention. . . . Floyd Tredaway has joined the staff at Jacksonville State College. Mr. Tredaway was granted the masters degree in accounting recently at Alabama Polytechnic Institute.

**Arkansas** . . . Herbert Madaus spent some time this year in graduate study at Oklahoma A. & M. . . . Katherine Green, formerly of the North Little Rock High School faculty, is now teaching at Henderson State Teachers College. . . . Getha Pickens of Central High, Little Rock, did special work at the Northeast Missouri State Teachers College this summer.

**Georgia** . . . Stephen Homick, formerly of Troy State Teachers College, has succeeded Cameron Bremseth as head of the Business Education Department at Georgia State Teachers College in Collegeboro. . . . Teachers College, Columbia University, has announced that the Ed.D. degree has been awarded to Cameron Bremseth. Dr. Bremseth has received a foreign appointment under the Point Four Program of the U. S. Office of Education. . . . Ernestine Melton of Columbus attended the NEA convention in New York City in July. . . . Frances E. Foster, formerly of Brenau College in Gainesville is now at the University of South Carolina in Columbia.

**Kentucky** . . . Esco Gunter, formerly director of Murray State College Training School, has joined the teaching staff of the Department of Business at the college. . . . Thomas Hogan-camp, Murray State College, pursued graduate study at Indiana University during the summer.

**Louisiana** . . . Gladys Peck, State Supervisor of Business Education, was a visiting professor at the Catholic University of America in Washington, D. C. for the summer session. . . . The Executive Board of the Louisiana Business Education Association has allocated \$200.00 toward the chartering of a bus to provide transportation of Louisiana business teachers to the annual SBEA convention in Little Rock. . . . Daniel

Fellers, formerly of Southwestern Louisiana Institute, has joined the staff at the College of Commerce at Louisiana State University in Baton Rouge. . . . Ruby Baxter of Grayson High School was named business teacher of the year by the National Office Management Association. Mrs. Baxter was a guest at the national convention held in St. Louis.

### FROM THE UBEA PRESIDENT

HELLO HOMEFOLKS! Writing these few words to the members of SBEA is like writing to home folks. I realize, though, that unlike writing home, I cannot talk about the crops, the drought, the hot days and nights that we have experienced this past summer, what cotton and tobacco will probably bring this year, or politics. I can, however, talk about other things of greater interest and import: the achievements of the business education teachers of the South and their potential for leadership.

It is a source of gratification to me, personally, to note the number of Southern business teachers who are writing for our periodicals and appearing on convention programs. A membership of nearly 1500 in SBEA, the phenomenal growth of FBLA chapters in high schools and colleges and their leadership in the national FBLA, and continued progress in cooperative undertakings between business education and business are evidence of professional growth and awareness. This year, too, the South has been honored in the selection of a Southern business teacher by the National Office Management Association as "The Business Teacher of the Year." Business education in the South proudly ranks with the best.

To keep pace with the economic development of the South, however, we must constantly re-appraise our curricula so that they are in keeping with the requirements of vocational competency and good citizenship; upgrade our teacher-training programs, so that our teachers will be masters in fact as well as in prestige; and take advantage of every opportunity to develop leadership on all levels among the members of our profession. These are the responsibilities of every one of us.

The UBEA salutes the officers and membership of SBEA and extends its heartiest best wishes for a most successful convention at Little Rock at Thanksgiving time. THEODORE WOODWARD, President, United Business Education Association.



### FROM THE GULF TO THE BLUE RIDGE

**Mississippi** . . . Frank M. Herndon, president of the SBEA, was a visiting professor at George Peabody College for Teachers in Nashville during the summer session. Dr. Herndon has been named head of the Department of Business Education at the Mississippi College for Women in Columbus. . . . Thomas B. Martin, formerly of Delta State Teachers College, has accepted an appointment as head of the Department of Business Education at Pennsylvania State Teachers College in Bloomsburg.

**North Carolina** . . . Rowena Wellman has returned to the Woman's College at the University of North Carolina after a leave of two years which were spent in Iowa. . . . Patty Spruill was honored by her co-workers at the Woman's College of the University of North Carolina upon her retirement from the Department of Business Education. . . . Martha Wheless Hundley, formerly of Brevard College, is now teaching at Greensboro Senior High School. . . . Lois Frazier has joined the staff at Meredith College in Raleigh.

**Tennessee** . . . William H. Bonner has been appointed to the staff at the University of Tennessee. He was formerly an instructor at Livingston State Teachers College. . . . Lowell Chapman, formerly head of the Department of Business Administration at Lincoln Memorial University, Harrogate, has joined the staff at Northern Illinois State College. . . . Catherine D. Baker has accepted a position at Tennessee Wesleyan College for the current year.

**Virginia** . . . Who's Who in Vabe, published by the UBEA-SBEA membership committee, features the following persons in the first edition: A. L. Walker, Mary Margaret Brady, Earl Bracey, Watkins C. Smith, Mildred Witten, M. G. Willey, Mary B. McGinty, and Woody Tucker. This clever hand-sized bulletin contains a membership application form which may be checked and sent to the state chairman.

**West Virginia** . . . Nancy Alderson, former president of the Kanawha County Business Education Association, has joined the staff at West Virginia Institute of Technology. . . . Reed Davis, Department of Business Administration, West Virginia Institute of Technology, received the Ed.D. degree from Colorado State College of Education on August 19.

### A MESSAGE FOR MEMBERS

THIS YEAR is your year! The national president, Theodore Woodward, was elected from your region, you topped all regions in membership, and you are on your way to a new membership record.

The Southern Business Education Association has an outstanding record for professional growth. You, the members in the Southern Region, should be so proud of your accomplishments that you will want to push on toward a new membership goal in the year ahead. When all full-time "professional" business educators are considered, SBEA will be thinking in terms of 4000 members instead of the 1500 peak reached by mid-summer, 1954.

Membership goals established by any association should be reasonable in terms of what is possible within the time established to reach the goal. Perhaps, if all of the UBEA-SBEA members really set their hearts to it, a goal of 2500 in the South could be reached by December, 1954.

The time is here for all "professional" business educators to realize that they must actively support their national specialized professional organization, the United Business Education Association, by both membership and participation. Never in the history of business education have we had an organization that has done so much in such a short period of time to uplift the prestige and professional standing of business education in America. The progress reports given in the Representative Assemblies and Council Meetings are truly amazing. A staff is on duty at the NEA Educational Center in Washington to represent, assist, and direct professional activities for the unified associations. But, in order to keep this good work going the active support of all business educators who are dedicated to the profession is necessary.

In its work for all business education UBEA speaks for and helps the non-member as well as the member. Won't you help us get this message to the non-members by talking with them about the importance of their belonging to and supporting the organization that is supporting them in their everyday activities in the classroom.—E. C. MCGILL, *National Membership Chairman, Kansas State Teachers College, Emporia, Kansas.*

**Please use this application to renew your own membership or to enter a new membership in UBEA-SBEA.**

#### THE ASSOCIATIONS UNITED TO PROMOTE BETTER BUSINESS EDUCATION

YES, I want professional membership in my specialized association—UBEA-SBEA. Please send the publications and reports to the address below. My check for \$\_\_\_\_\_ is enclosed.

I am a new member  
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(Budget Rates: 2 years, \$9.00; 3 years \$12.00)
- or
- ☐ **Comprehensive Service**—Including full active privileges in the unified associations and the four UBEA Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U.S. Chapter of ISBE. Also a year's subscription to Business Education Forum, The National Business Education Quarterly, bulletins, and special membership releases \$7.50  
(Budget Rates: 2 years, \$13.50; 3 years \$19.50)
- ☐ **International Society for Business Education**—Including a year's subscription to the International Review \$3.00

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Make check or money order payable to United Business Education Association. Give to State Membership Chairman or mail to Hollis Guy, UBEA Executive Secretary, 1201 Sixteenth Street, N. W. Washington 6, D. C.

Your last FORUM address if different from above address.

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

# UNITED SERVICES

## TYPEWRITING

JOHN L. ROWE, Editor  
DOROTHY TRAVIS, Associate Editor

### RELATIVE ABILITIES OF THE EIGHT FINGERS ON THE ELECTRIC TYPEWRITER

Contributed by Viola DuFrain, Southern Illinois University, Carbondale, Illinois

THIS LIMITED STUDY aimed to remeasure finger tapping rates on the electric typewriter, continues the study of tapping made by Hoke.<sup>1</sup> The procedure followed that used by Hoke on the manual typewriter, except that the time interval was 10 seconds, instead of 30 seconds, in order to eliminate the necessity for carriage returns on the electric. The students were asked "to hold the thumb against the metal frame of the typewriter in order to eliminate, so far as possible, wrist and arm movements" as Hoke directed his students. After the short practice, the students used the home-row fingers to tap the keys in this order respectively: *f, j, d, k, s, l, a*, and *;*. To accumulate norm data, the same students also did the series of tappings on manual typewriters. The number of college students who participated was 100—62 men and 38 women. These college students were familiar with the manual typewriter but had not used the electric typewriters to any great extent.

The means and standard deviations for the 100 students on the electric typewriters were as follows:

Finger	Mean number of taps in 10 seconds	Standard deviation
Left-hand 4th	52.85	7.478
Left-hand 3rd	56.71	7.914
Left-hand 2d	57.35	7.709
Left-hand 1st	56.10	9.511
Right-hand 1st	63.85	9.248
Right-hand 2d	63.68	9.112
Right-hand 3rd	62.08	9.361
Right-hand 4th	56.71	9.858

Comparing the left-hand 4th with the left-hand 1st by use of statistical formulas,<sup>2</sup> we find the *t*-value to be 2.708; and, comparing the left-hand 4th with the left-hand 3rd, we find the *t*-value to be 3.5. Again comparing

the left-hand 4th with the right-hand 4th, we find the *t*-value to be 3.13. For the right hand fingers, comparing the 3rd and the 4th, we find the *t*-value to be 3.977.

#### Hoke's Data

Since the data from Hoke's study of 96 high school students, 50 girls and 46 boys, were reported in terms of medians, the data for the 100 college students are similarly reported as follows:

	Left-hand fingers				Right-hand fingers			
	4th	3rd	2d	1st	1st	2d	3rd	4th
Median number of taps in 10 seconds made by 100 students on electric typewriters	53	56	56	56	62.5	64	61	56.5
Median number of taps in 10 seconds made by 100 students on manual typewriters	50	54	54	52.5	58.5	58	57	52.5

Hoke's data were as follows:

	Left-hand fingers				Right-hand fingers			
	4th	3rd	2d	1st	1st	2d	3rd	4th
Median number of taps in 30 seconds made by 46 high school boys on manuals	127	134	145	145	156	166	164	151
Median number of taps in 30 seconds made by 50 high school girls on manuals	106	119	117	119	119	130	126	117

Hoke also measured 42 college girls and 12 teachers as they tapped each finger upon their desks for 30 seconds. He asked these persons to let the wrist rest upon the desk to prevent wrist movement and to keep the other three fingers also resting with their tips upon the desk. The data were as follows:

	Left-hand fingers				Right-hand fingers			
	4th	3rd	2d	1st	1st	2d	3rd	4th
Median number of taps in 30 seconds made by 42 college girls and 12 teachers	107	103	125	145	160	138	104	117

<sup>1</sup>Hoke, Roy Edward. *The Improvement of Speed and Accuracy in Typewriting*. Baltimore: The Johns Hopkins University Studies in Education, No. 7. The Johns Hopkins Press, 1922.

$$\frac{s}{\text{Mean}} = \frac{\text{S.D.}}{\sqrt{N}} \quad \sigma_{\text{Difference}} = \sqrt{\frac{\sigma_1^2}{M_1} + \frac{\sigma_2^2}{M_2}} \quad \frac{\text{Difference}}{\sigma_{\text{Difference}}} = t\text{-value}$$

# UNITED SERVICES

## TYPEWRITING

The fact that the left fourth finger is not the slowest, least capable in these data may be due to the fidelity with which the persons held the other fingers upon the desk. They may have held the other finger tips more rigidly to the desk than would students familiar with the typewriter be apt to hold the other finger tips rigidly to the other home-row keys while tapping.

For easy sight comparisons, the data were re-calculated in terms of what the fingers might do for each 100 taps of the left-hand fourth finger, which appears to be the slowest finger, except in the case of the tapping on the desk.

### ***Just published . . .***

## **Business Letters for Typing**

by Harves Rahe, Ed.D.

Here is the supplementary typing book you have always wanted for your classes. It is a unique, new book containing 180 business letters for that extra practice you like to give your students.

- For development of production skill
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The letters are arranged in four parts: short, medium, long, and two-page letters. All the letters are grouped in each part according to type of business. You can put your finger in a minute on the type of letter you want for your class.

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	Left-hand				Right-hand			
	4th	3rd	2d	1st	1st	2d	3rd	4th
Taps for fingers of 50 high school boys on manual	100.0	105.5	114.1	114.1	122.8	130.7	129.1	118.8
Taps for fingers of 46 high school girls on manual	100.0	112.2	110.3	112.2	112.2	122.6	118.8	110.3
Taps for fingers of 42 college girls and 12 teachers on desk tops	100.0	96.2	116.8	135.5	149.5	128.9	97.1	109.3
Taps for fingers of 100 students on manual	100.0	108	108	105	117	116	114	105
Taps for same students on electrics	100.0	105.6	105.6	105.6	117.9	120.7	115.0	106.6

These data serve to remind us of the truism that speed in typewriting is *in the student* and *not in the machine*. The speed is a result of his mental-muscular response organization. Even though the student taps on an electrically power-driven machine, his eight fingers indicate differences in abilities.

### **A Suggestion From the Hoke Study**

Because of the varying abilities of the typist's fingers, Hoke suggested a rearrangement of the typewriter keys and also a relocation of the service keys. In the years since Hoke's study, the suggestion to rearrange the keys has not proven to be practical administratively to any great extent—such as the Dvorak Simplified keyboard, for example. The suggestion about the relocation of the service keys, with the back spacer, shift key and shift lock dividing the keyboard vertically, may still have merit today. It is possible that the mechanical construction of the typewriter would be simplified. It is possible that the finger loads in ordinary typewriting might be more equalized. It is possible that the typist, having a natural division of the keyboard, might make fewer errors of over-reaching. This suggestion should be re-examined.

### **Conclusions**

1. The left-hand 4th finger appears to be significantly weaker in ability to tap repeatedly for 10 seconds than the other seven fingers, being in a class by itself.
2. The left-hand 3rd, 2d, and 1st fingers, and the right-hand 4th finger form a second group of approximately the same abilities respectively, each significantly superior to the left-hand 4th finger.
3. The right-hand 1st, 2d, and 3rd fingers form a third group of approximately the same abilities respectively, each significantly superior to those in the second group.



HARRY HUFFMAN, Editor  
WILLIAM SELDEN, Associate Editor

## PROBLEMS OF A BEGINNING BOOKKEEPING TEACHER

*Contributed by Fred S. Jennings, Cuyahoga Falls, Ohio*

*EDITOR'S NOTE: This article expresses in an unusually sincere manner the faith of a young student-teacher as he approaches the task of molding the minds of other young people. The contributor is now serving in the U.S. Air Force. Let us hope he will return to the classroom with even greater ability to interest and inspire his students.*

THE IDEA that a youth is to a teacher what clay is to a sculptor continually entered my mind throughout the three months as a beginning teacher of bookkeeping. It was evident that my first problems in this new profession as a mind sculptor were enthusiasm, interest, and desire. Thus, it was necessary to develop each within the student and myself.

### Two Important Elements

There are two elements that contribute to the formation of an individual's knowledge. One is teaching, and the other is learning. When combined the two establish a balance. Let us say that both equal one hundred per cent; teaching is fifty per cent while learning is the other half. In order to perpetuate both, the teacher must first express enthusiasm toward the course. The bookkeeping cycle can become a monotonous subject if the teacher is spiritless. Within a short time the students may acquire a similar attitude. Progress will lag and boredom results. For these reasons debits, credits, assets, liabilities, and the like were presented on a personal basis. Illustrations of how to use bookkeeping and why it is important to the individual aided in developing enthusiasm. The presentations included examples of how I had profited from my knowledge of bookkeeping and the reasons why I was enthusiastic about the course. It was soon apparent that class participation increased and the students wanted to know more about the subject. Yes, they were becoming aware of a course that could be of practical value to them.

### A Plan for Maintaining Interest in the Bookkeeping Classroom

How interest could be maintained was the next problem. Twelve weeks devoted to any subject is a long period of time for concentrated effort. Again, it was a matter of the personal approach. With this in mind, a plan was outlined which incorporated class discussions with practical application. From time to time the class prepares questions from the assigned material. When questions were asked the answers were based upon in-

cidents which would occur in any small, personal transaction. Students' names were used in the journal entries and on ledger accounts. Often amounts used in a journal entry did not exceed ten cents. The same procedure was used in the opening discussions of the balance sheet, work sheet, and profit and loss statement. Simplification and personal application were the keys used to maintain interest. Naturally tests were given, but these tests were simply transactions to be journalized, posted, and continued throughout the bookkeeping cycle. Thus, it was possible to establish interest by selecting those transactions which would identify bookkeeping with everyday over-the-counter sales and purchases.

Enthusiasm and interest are contagious. The teacher has within his ability the power to initiate and direct these motivating forces. However, a feeling of desire must develop within the individual.

Success stories of famous men and women in business can be helpful in stimulating interest in a subject. Job opportunities might also be mentioned from time to time in an effort to attach importance to acquiring knowledge and skill needed after graduation. The possibilities for creating a desire to learn are unlimited.

As a beginning teacher I failed to consider the individual student's attitude toward bookkeeping because each lesson was prepared for the class as a whole. Early in the semester, this error was discovered when a student stated that she was taking the course only because it was another requirement for graduation. Obviously, she had no desire to learn bookkeeping. After talking with her I realized for the first time that other students probably had similar attitudes. It was soon learned that this problem could be solved partially by preparing a student analysis.

Detailed reports concerning the past records of each student were available, and from personal observations in the classroom sufficient material was accumulated to establish the analysis. The previous approach was revised and another based upon student need, ability, personality, and attitude was inaugurated. Additional periods of instruction for individual students were held in order that I might become better acquainted with the problems of individual students. The procedure reaped dividends—homework was seldom late, a bulletin board project of quality was completed ahead of schedule, and student effort was excellent. My efforts to sustain a desire in each student to accept a course in bookkeeping were rewarded with enthusiasm and cooperation.

# UNITED SERVICES

## MODERN TEACHING AIDS

LEWIS R. TOLL, Editor  
MARY BELL, Associate Editor

### A LETTER-PLACEMENT APPROACH IN TRANSCRIPTION

*Contributed by Harold Friedman, Balboa High School,  
San Francisco, California*

SO MANY teaching aids are available for effective utilization in the beginning transcription class that the teacher's problem is one of selection rather than discovery. Most of the popular audio-visual aids can be utilized in some valuable way for better skill development. Tape and wire recorders as well as phonograph records free the teacher from stop watches and dictation books so that he can observe and help individual pupils as they read and write. However, while countless teaching aids are available, transcription itself is so much of an "activity" subject that some of the oldest skill teaching aids may frequently be found to be the most direct and efficient.

While this contribution has been entitled "A Letter-Placement Approach in Transcription," the approach itself is based upon the use of some familiar teaching aids. The aids described here are not new in themselves. However, the particular selection, sequence, and implementation of the selected aids have been found to yield the best results in the shortest period of time in the contributor's transcription classes. The sequence and period of utilization has speeded up the transition from shorthand to transcription and has accelerated mastery of letter placement. This description is chiefly concerned with sequence and implementation of some well-known aids, not with the introduction of one of the newer aids. Emphasis is on utilization and timing in use of the aids. These aids are demonstration, exhibit, directed activity, and finally exhibit again.

#### Preparation for the First Class Meeting

If administrative detail permits the transcription of a short, easy letter during the first class meeting is introduced. Emphasis is not on perfection but on a study of spatial relationships. The goal is to center the easy letter in a balanced position on the page in as painless a manner as possible.

As students seldom have all the essential materials during the first class meeting (if transcription is introduced at the beginning of a semester) the teacher must provide just enough paper for the project. Erasers are not essential for the first transcription.

In the most efficient positions possible, the teacher places on his desk the materials needed for transcribing a letter—typewriter, pen, eraser, card, shield, notebook, dictionary, envelopes, and a file folder containing letter-

heads, second sheets, and carbon paper. These materials will be utilized for exhibit and demonstration during the period.

#### The Dictation

After routine details of the first class meeting have been completed, attention of the class is directed to the blackboard where the most difficult words from the dictation have been recorded. After a few minutes of preview, the letter is dictated at a rate slow enough for everyone to take. To assure that everyone "gets" the letter, one of the slowest students who recorded the entire letter is asked to read his notes while other members of the class perfect any faulty outlines.

#### The Letter

The letter dictated is always a short, easy one packed with frequently-used words or familiar material. The letter which is used for this presentation is always original and is concerned with a local activity with which all the class is familiar.

An example of a letter which might be dictated is the following one: (The names of the business and the newspaper are well known to students in San Francisco.)

The White House  
Sutter and Grant  
San Francisco 2, California

Gentlemen:

Will you please send me the white fur topper sketched in your ad which appeared in this evening's issue of THE NEWS.

My size is twelve. You may send the coat to me at the above address and charge it to my account.

Very truly yours,

The students are asked to classify the letter as to length. Of course their reply is, "That is a short letter." Next, they are asked to visualize the space the letter will cover on a sheet of paper. At their direction, darken on a sheet of paper an area representing the size of a short letter. (Charcoal or a grease pencil facilitates this activity.) The date line, return address, and signature are blacked in on the pattern.

The attention of the class is directed to colored sheets on the bulletin board. On the colored sheets, smaller sheets of different colors have been pasted to represent letter area of various sizes. (Beatrice Getzen of the San Diego Public Schools uses similar colored models which are two or three feet in width and height with colored letter areas in proportion to the entire size of the poster.)

## UNITED SERVICES

### MODERN TEACHING AIDS

The class is then asked to observe the short letters (letters which have actually been mailed) which are displayed at the top of the blackboard. The students are asked to make visual photographs of the spatial relationships to file mentally for use in future placement of letters.

The line width and vertical spacing in terms of inches is estimated, then the pupils are asked to interpret these spaces in terms of typewriter lines and spaces.

#### Demonstration

The class watches as the teacher demonstrates at his desk the correct transcription of a short letter. One member of the class is asked to time the production. However, it is not wise to hurry in writing the letter because the class should observe the details of the performance. (I even call their attention to certain habits such as replacement of the eraser for automatic finding.) If no time is wasted by the demonstrator, the speed of unhurried transcription looks good to a beginning class.

#### Typewriting the Letter

The class is asked to set up the letter. As most of the members of the class take the letters from their machines, the teacher says, "Let's stop now and look at our work. It does not matter if you have not transcribed all the letter." Thus, students who have not completed the letter do not feel defeated.

As the first letters come from the machines, several of them are collected. Few students will have recorded their names on the letters. (I ask the class to examine the letters with me to determine how they may be improved.) In a critical evaluation of the letters, major emphasis is placed on the appearance of the copy on the page. The whole, not the parts, is important. (I assume and encourage the class to assume a positive attitude.) No student must feel that his work is being criticized. The teacher should mention that seldom does a student typewrite even a short letter without some mistakes the first time he transcribes; of course this statement can sometimes be followed by praise if the letters are well done.

*(Continued on page 39)*

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It is adopted already for basal use in several thousand schools, including the senior high schools of Milwaukee, Syracuse, St. Louis, Kansas City, Minneapolis, Los Angeles, Seattle, Phoenix, and many other cities.

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# UNITED SERVICES

## GENERAL CLERICAL

MARY E. CONNELLY, Editor  
REGIS A. HORACE, Associate Editor

### LET YOUR CLERICAL STUDENTS DO IT!

*Contributed by Mary Van Winkle, Washington Union High School, Centerville, California*

LET YOUR STUDENTS do it! It's more fun; and, besides, they learn more! Do what? Any job that is real, that will teach them business skills, techniques, knowledge, while they do it!

First, what do you want your students to know? What character traits do they need to develop? What should they be able to do? Then, what real jobs are there in your school that will help them?

In the business education classes for seniors the aim in our school is three-fold: (1) to prepare those students who will not go beyond high school for beginning jobs; (2) to give students the business knowledge and skills they need for personal use; (3) to give college preparatory students skills they will need for part-time jobs. Three business classes are open for seniors: office practice, clerical practice, and business for boys.

In all classes standard textbooks are used as the basis of instruction, but these are supplemented with as much practice for every student as can be provided. The method of providing actual practice differs slightly in the various classes. In the office practice class, for example, regular class work is conducted with the understanding that every member of the class will prepare the assignments and hand in the written report, *but not necessarily at a given time*. This procedure enables the pupils to take advantage of interesting and educational opportunities that are presented unexpectedly during the year. A girl who is chosen for some special activity, or who may want to volunteer for it, is not worried for fear she may not be able to finish her homework for the next day. She knows that she can finish the work whenever she has time and that she will receive full credit when it is handed in.

#### Job Procedures Taught First

It should be emphasized that the job procedures are taught in class before the student is asked to do the job as an activity and that during the progress of any activity the teacher is always available for consultation. Before a job is accepted as an activity project, it must be determined that it will contribute markedly to the objectives of vocational competence—a project must not be undertaken just because a job needs to be done.

To complete some activity projects the girls work in voluntary or assigned groups or committees under the leadership of a chairman either elected or appointed. Other projects are completed on the individual basis.

One of the most worth-while activities is taking dictation and transcribing letters for the vice-principal.

Students should be able to count money quickly and accurately and prepare it for deposit. To provide this clerical experience the class is divided into committees with each committee given the responsibility of assisting in counting money from one athletic game and preparing the deposit.

Members of the class also assist in selling tickets at football games, and though the students are paid for this service, they gain much valuable experience.

Learning to operate the switchboard in the school office is a most worth-while project. There has been remarkable improvement in telephone technique since this project was inaugurated.

A device used in filing is to make a collection of letters—students bring in advertising letters that have come to members of their families. The teacher codes them and has one student file them and another check by removing from the files selected letters. Sometimes the students code them and take turns filing or finding the letters. After the letters are coded, and before they are filed, a student should prepare a list of the letters for use in checking.

Committees of students are in charge of bulletin board displays, each committee taking the responsibility for illustrating one of the topics studied.

As a part of the unit on public speaking each member of the class is required to make a short talk before a group, such as the Parent Teacher Association and the luncheon clubs.

A class party can provide a good educational experience if used to teach the organization and planning of a good party as well as correct party behavior.

The most important activity project and the one that the girls enjoy most is "working all day." This project more than any other helps students to adjust easily to full-time office work. By special arrangement each girl has three full days of work at intervals of approximately two months. The work through the use of job sheets is designed to provide a variety of activities and is completed in the business education office.

In addition most of the girls have extra experience in filing, operating the duplicating machines and a project on an adding machine or calculator.

Students are pleased that almost all work done as a part of "working all day" is actually used and therefore provides interest and motivation far beyond any exercises that could be given.

Yes, it's fun to do things—real things, that are important to the person you are doing them for; and the class does the textbook assignments with more zeal because its members are looking forward to the "real job."

GLADYS BAHR, Editor  
HOWARD M. NORTON, Associate Editor

## LET'S PLAN A FIELD TRIP FOR THE CONSUMER EDUCATION CLASS

*Contributed by R. J. Rowe, Dean Junior College, Franklin,  
Massachusetts*

MANY varied and interesting field trips can be planned for use by the class in consumer education. An important justification for the use of the field trip can be drawn from the study of a few problems that confront the American consumer today. Significant among these problems are the constant introduction of new products and services, the improvement and modification of old products and services, and the general complexity of the manufacturing and distribution processes in the United States. The teacher of consumer education by the utilization of the field trip method does much to expose the student to these problems through a medium that is suitable, and indeed, vital to the objectives of this course. In addition, this method also provides the businessman with an opportunity to participate directly in the educational picture, and it assures that course content material will be maintained up to date. Finally, this method allows the student to place his course theory with practice in the life situation.

When the field trip is used as an educational method of bringing the consumer education course to the student, four essential preparatory steps required for conducting successful field trips should be carefully examined. They are: preparation of the teacher, preparation of the student, the field trip experience, and the field trip follow-up procedure.

### The Preparation of the Teacher

1. The teacher should secure administration approval of the field trip method for use with this course. The teacher should be prepared to justify the value of this method of consumer education if circumstances require this.

2. A personal tour of the geographical area selected for trips should be made by the teacher and information on the types of business enterprises within the area suitable for trips, their locations, products and services featured, manager's name and business experience should be noted. Modes of transportation available should be investigated.

3. The manager of the enterprise selected should be interviewed to secure permission for the visit, establish a tentative date and hour, and provide him with a written statement of the objectives of the trip.

4. A list of the trips that you will conduct during the course should be prepared and circulated to the individuals who should have this information.

### The Preparation of the Student

1. The teacher should present to the class all the pertinent product and service information of the particular type of enterprise to be visited.

2. The teacher should make extensive use of suitable visual aids, especially films, film strips, graphs, charts, and models, to stimulate interest in the trip.

3. All the students participating in the trip should be given written and oral assignments. These assignments should include reference readings, evaluation reports, and product and service reports.

4. An information sheet should be prepared and distributed to each student. This should include data on points of interest to observe during the trip. It should also include field trip directions for the preparation of any oral or written report that was assigned.

### The Field Trip Experience

1. Each particular business to be visited will have certain significant highlights which the student should observe and note. The student should be alerted by the teacher concerning these highlights not only during the student preparatory period but also at the time of the actual visit.

2. The student should study the operation of the business from a consumer's viewpoint. This would include prices, processes, stock, customer services, layout, and the quality of the personnel employed. The student may observe examples of grade labeling, seals of approval, informative labeling, and mandatory informative labeling. He may note the policy on trade-ins, premium offers, implied and expressed warranties.

3. The student should study the various sales promotions plans offered by the business establishment. The terminology used in the advertising should adhere to certain requirements of the local Better Business Bureau.

### The Field Trip Follow-up Procedure

1. The class should participate in an organized committee or group discussion of the value of the field trip.

2. All of the materials gathered during the visit to the business establishment should be classified for use during this follow-up period as well as for future reference.

(Please turn to page 40)

# UNITED SERVICES

## OFFICE STANDARDS AND COOPERATION WITH BUSINESS

FRED C. ARCHER, Editor  
VERN FRISCH, Associate Editor

### A MILLION OFFICE WORKERS SPUR INDUSTRIALIZATION IN THE SOUTH

*Contributed by Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia*

NOBODY knows precisely how many additional office workers have found employment in the twelve Southern states since 1950. But we do know that business and industry added over 400 000 more office workers to the payrolls between 1940 and 1950—a whopping 80 per cent increase. This increase is much larger than the general increase in all kinds of employment—18 per cent. To push forward its program of industrialization, the South probably has over one million office workers.

Industrialization in the U.S. has been accompanied by an increase from a few thousand to over 8 million clerical workers in 1953. Now the South is catching up with the U.S. ratio of office workers to all other employed workers.

The increases in the South are much greater than the U.S. average. See the facts below:

#### INCREASES IN THE NUMBER OF OFFICE WORKERS IN THE UNITED STATES AND THE SOUTH

	1940	1950	Increase
U.S.	4,384,274	6,894,374	57%
South	530,247	953,695	80%

Even more startling is the per cent of increase in every one of selected, common office occupations for both the U.S., as a whole, and the South.

#### PER CENT INCREASES IN SELECTED OFFICE OCCUPATIONS IN THE U. S. AND THE SOUTH IN THE PAST TEN YEARS —1940 TO 1950

	Per Cent Increase U. S.	Per Cent Increase South
Bookkeepers	48	69
Office Machine Operators	138	186
Stenographers, Typists,		
Secretaries	50	73
Clerical, n.e.c.	72	108

Increases in these selected office occupations are much greater than the general employment increases—25 per cent for the U.S., as a whole, and 18 per cent for the South. Observe that the South is forging ahead in every one of the selected office occupations.

Another astonishing evidence of industrialization is the increasing number of clerical workers characteristic

of offices in large enterprises. (The U.S. Census tabulates these as clerical, not elsewhere classified.) Clerical workers include a vast army of payroll, billing, ledger, file, bookkeeping, figure, and order clerks.

If it were not for the fact that businesses were increasingly classifying the vast numbers of office workers who use calculating and other machines extensively under other titles such as ledger, payroll, and billing clerks, we would have seen a many-fold increase in office machine operators. The numbers employed under the title of office machine operators, however, are so small that we can almost ignore them or throw them into the clerical, n.e.c. classification. Let's look at the picture:

#### PER CENT OF SELECTED OFFICE WORKERS AS COMPARED TO THE TOTAL OF OFFICE WORKERS FOR THE UNITED STATES, 1950

	Number	Per Cent
Bookkeepers	947,405	13.7
Office Machine Operators	142,066	2.0
Stenographers, Typists,		
Secretaries	1,589,480	23.1
Clerical, n.e.c.	3,024,439	43.9
Others	1,190,984	17.3
TOTAL	6,894,374	100.0

Remember as you examine these figures the number of office workers is still increasing—8.12 million in 1952. As a sidelight, examination of the census data shows that one out of eight employed women is an office worker and 6.6 per cent of the employed men are office workers. Let's look at the picture in the South:

#### PER CENT OF SELECTED OFFICE WORKERS TO TOTAL OFFICE WORKERS FOR THE SOUTH, 1950

	Number	Per Cent
Bookkeepers	167 858	17.6
Office Machine Operators	12,187	1.3
Stenographers, Typists,		
Secretaries	212,309	22.3
Clerical, n.e.c.	386,589	40.5
Others	174,752	18.3
TOTAL	953,695	100.0

The large per cent of office workers classed as clerical, n.e.c. is astonishing. Examine the following table.

(Please turn to page 39)



E. G. MCGILL, Editor  
THEODORE WOODWARD, Associate Editor

### WHAT IS HAPPENING TO OUR SUPPLY OF BUSINESS TEACHERS?

Contributed by Ray C. Maul, Assistant Director, Research Division, National Education Association of the United States, Washington, D. C.

TEACHERS EVERYWHERE are awake to the critical shortage of qualified candidates for the elementary-school classroom. Many teachers know, too, that the high schools are at the threshold of a new era, and that an inevitable shortage of qualified high school teachers is impending. The more alert teachers, concerned about the expanding number of boys and girls to be taught and the decreasing number of qualified candidates coming from the colleges, year by year, are asking this further question: What is happening to this "supply"?

Where do these graduates go (vocationally) as they emerge from college with a diploma in one hand and a teaching certificate in the other? How successful is the teaching profession in "capturing" these young men and women who have shown enough interest in teaching to take the required professional courses for the certificate?

Earlier annual studies of teacher supply and demand have done much to lay a background for the study of this question. The seventh Annual National Teacher Supply and Demand Report<sup>1</sup> shows the total number of graduates who came from the colleges last year and the

total number who will graduate at the end of the ongoing year with preparation for teaching. These "supply" figures are broken down according to the sex and the major teaching field of each graduate eligible to enter teaching. For the first time the 1954 report also shows the vocational placement of the eligible teaching candidates who came from the colleges in 13 states in 1953. This study in the states where it was possible to assemble the data gives a sharper interpretation of the "supply" figures which come from all of the states.

The 1953 class contained 1,950 men and 2,621 women graduates prepared to teach the business subjects. Of this total, 409 men and 446 women graduated from the colleges in the 13 states making the vocational placement study last November. Since these participating states are widely scattered, as shown in Table 1, the occupation of these 855 men and women may be considered to be typical of the entire group of 4,571 business education majors in the 1953 class who met certificate requirements.

#### Where Do Eligible Candidates Go?

Teaching succeeded in obtaining the services of just over one-half—53.1 per cent—of the 1953 graduates who were classified in the "supply" and who were presumed to be bound for service as teachers of business subjects. And even this modest success was achieved only because two-thirds of the qualified women—65.5 per cent—accepted teaching positions. Among the eligible men only two in five—39.6 per cent—followed through to become teachers, as shown in columns 2 and 3 of Table 1.

TABLE 1.—OCCUPATION, ON NOVEMBER 1, 1953, OF ALL MEMBERS OF THE 1953 GRADUATING CLASS WHO PREPARED TO TEACH VARIOUS HIGH SCHOOL SUBJECTS; OCCUPATION OF MAJORS IN BUSINESS EDUCATION WHO PREPARED TO TEACH IN HIGH SCHOOL—IN 13 STATES<sup>1</sup> AND HAWAII

Field of Preparation	Teaching		Otherwise employed		Continuing formal study		In military service		Homemaking		Seeking employment		No information		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
All High School Fields:																
Men	2,914	43.0%	629	9.3%	690	10.2%	1,508	22.2%	0	0.0%	55	0.8%	985	14.5%	6,781	100.0%
Women	3,533	66.4	415	7.8	234	4.4	11	0.2	382	7.2	57	1.0	692	13.0	5,324	100.0
Total	6,447	53.3	1,044	8.6	924	7.6	1,519	12.5	382	3.2	112	0.9	1,677	13.9	12,105	100.0%
Business Education																
Men	162	39.6%	84	20.5%	21	5.1%	86	21.0%	0	0.0%	2	0.5%	54	13.3%	409	100.0%
Women	292	65.5	64	14.4	9	2.0	0	0.0	38	8.5	11	2.4	32	7.2	446	100.0
Total	454	53.1	148	17.3	30	3.5	86	10.1	38	4.4	13	1.5	86	10.1	855	100.0%

<sup>1</sup>Connecticut, Illinois, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nevada, New Mexico, Utah, Vermont, Wisconsin, and Wyoming.

Columns 4-15 of the same table show why the teaching profession lost so heavily. One of every five men and one of every seven women found employment (which must be presumed to be more attractive to them) outside teaching. The per cent of potential business education teachers who apply their college training in other jobs is almost exactly twice the average per cent of all potential high school teachers who seek non-teaching employment (column 5, Table 1).

Further formal study beyond the bachelor's degree stands at the other extreme in its appeal to potential teachers of the business subjects. Only 5.1 per cent of the men and only 2.0 per cent of the women in this group were reported to be enrolled for advanced study, whereas 10.2 per cent of the men and 4.4 per cent of the women in the total group of prospective high school teachers were so engaged (column 7, Table 1). These figures point up the fact that training to the bachelor's degree level in business brings many immediate employment opportunities with minimum need for further formal training.

The call to military service depletes the ranks of men who are qualified to teach the business subjects as much as does the pull of other jobs. Fully one-fifth—21.0 per cent—of the men in the 1953 graduating class were reported to be in the various branches of the armed services. Since this study was concluded on November 1, 1953, it is possible that the per cent of men to enter military service within the school year following their college graduation may be even larger than indicated.

The call of homemaking attracted only one in 12—8.5 per cent—of the 1953 women business education majors. This figure, of course, does not reflect the extent to which the women members of this class who married and also entered teaching will withdraw from the classroom at an early date to devote full time to homemaking.

Perhaps the most encouraging aspect of this study is the report that a negligible number of the 1953 graduates—1.5 per cent—were seeking employment on November 1.

The colleges in the 13 states participating in this study had no information concerning the vocational activity of 10.1 per cent of the 1953 group prepared to teach the business subjects. College authorities generally believe that their contacts are best with those graduates who enter teaching or who want to teach, and thus it is assumed that the unreported graduates are scattered among the nonteaching fields.

TABLE 2.—TOTAL NUMBER OF COLLEGE GRADUATES; NUMBER PREPARED TO TEACH THE VARIOUS HIGH SCHOOL SUBJECTS; NUMBER OF MAJORS IN BUSINESS EDUCATION WHO PREPARED TO TEACH IN HIGH SCHOOL; PERCENT DECREASE FROM 1950 TO 1954

COLLEGE GRADUATES	1950	1951	1952	1953	1954
	1	2	3	4	5
Receiving bachelors' degrees	433,734	384,352	331,924	304,857	285,000 <sup>1</sup>
Percent decrease from 1950		11.4%	23.5%	29.7%	34.3% <sup>2</sup>
Prepared to teach various high school subjects	86,890	73,015	61,510	54,013	50,624
Percent decrease from 1950		16.0%	29.2%	37.8%	41.7%
With major in business education and prepared to teach in high school	7,235	5,750	5,165	4,571	4,426
Percent decrease from 1950		20.5%	28.6%	36.8%	38.8%

<sup>1</sup>Estimate.

<sup>2</sup>Calculated on estimate.

#### What Is the Trend in the Production of Eligible Candidates?

As pointed out above, the study of the present occupations of members of the 1953 graduating class cannot be compared with identical reports on earlier groups of graduates through lack of such earlier reports. More studies are needed before trends can be identified. The annual reports on total numbers of eligible candidates to come from the colleges have been on a uniform basis for several years, however, and thus year-to-year changes can be observed and their meaning interpreted. Table 2 provides the data for such study.

In 1950 the number of college graduates reached an all-time high—nearly 434,000. Of this number, nearly 87,000 were prepared to teach one or more of the high school subjects, and of this latter number, 7,235 were business education majors. Each year since 1950 the total number of college graduates has decreased, and the number prepared for high school teaching has decreased even more rapidly.

In 1954 the expected total number of college graduates—285,000—will be 34.3 per cent less than the 1950 figure mentioned above. The number of 1954 graduates prepared to teach in high school—50,624—represents a decrease of 41.7 per cent from the 1950 total. The 1954 group prepared to teach the business subjects—4,426—is a drop of 38.8 per cent from 1950.

What is the meaning of this four-year decrease in prospective teaching candidates? If carefully examined, the foregoing set of facts is cause for concern, because it shows a drift away from preparation for high school teaching at the very moment the enrollment problem is poised to strike, first the freshman, and then successively the other high school classes. The onrush of these greatly enlarged groups of boys and girls is not something to be speculated about; it is a certainty. With this growth in enrollment must come an expansion of teaching staff.

With a steady decrease in production of qualified candidates, as shown in Table 2, and with a 50 per cent loss of these potential candidates at the time of college graduation, as shown in Table 1, the teaching profession must take stock of the changing situation. Much more vigorous, coordinated steps must be taken by teachers, administrators, and citizens generally if the new demands upon the American public school system are to be met.

## Modern Teaching Aids

(Continued from page 33)

The class is now asked to look at the shorthand notes and then at the typescript and to make visual records of the spatial relationships. If time permits, the letter is transcribed again. The second process is timed but not in a competitive way. Emphasis is on improvement of the placement and on efficiency, not on rivalry or pressured production. If time does not permit, the transcription of the short letter is repeated at the next class meeting. No papers are collected for recording.

Even after writing the letters twice, little is said about details such as spelling, punctuation, or capitalization. The hyphen may be mentioned incidentally as may other details, but the chief emphasis is on balanced placement through a study of spatial relationships.

In succeeding periods more and more short letters are dictated and transcribed. Gradually teacher direction, placement discussion, and other aids are removed. Gradually the standards are raised, but the letters are always short. After several periods of intensive practice in writing short letters, all members of the class can look at their notes, estimate placement, and center the letter in a balanced position on the page.

When the short letter can be centered by most members of the class, the medium-sized letter is introduced in the same manner; and after practice in centering the medium-sized letter, the long letter is finally introduced and practiced in a similar way.

By gradual introduction of three letter sizes and by permitting adequate practice on one length before treatment of the next size, the common difficulty of letter misplacement can be avoided, and the student can master gradually and successfully letter centering.

It is the sequence and thoroughness with which teaching aids are used in transcription that will enable students to avoid on-the-job troubles in placement of letters on the page.

## Office Standards

(Continued from page 36)

PER CENT OFFICE WORKERS CLASSIFIED CLERICAL, N.E.C.  
1940 AND 1950

	1940	1950
United States	40.2	43.9
South	35.0	40.5

Have we kept up with these employment changes in our clerical training programs? Remember that in the South over 40 per cent of the office workers are classified clerical, n.e.c., and that numerically the number has more than doubled.

## Significance to Business Education

Probably the clerical training programs in schools are similarly increasing, as they have been in Virginia. But

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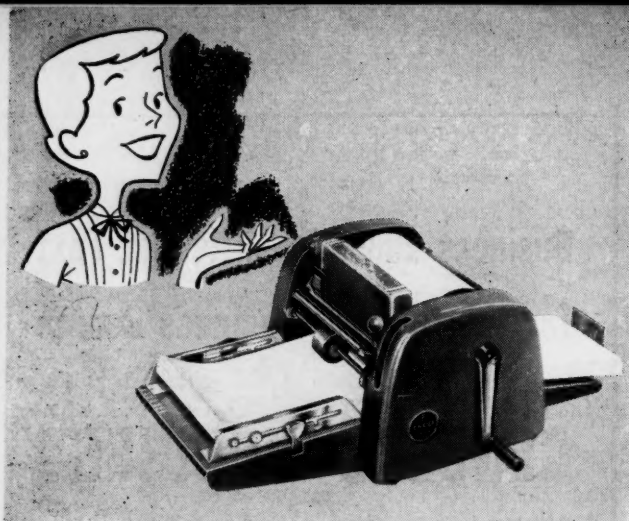
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### Office Standards

(Continued from page 39)

such increases—double or triple over the number in 1940—are infinitesimal compared to actual need. Few of our schools give adequate attention to this important field of office work—clerical proficiency—perhaps one in twenty, fifty, or a hundred depending on the section of the nation. Yet the ranks of clerical workers must be filled with those with high school education or more. Nearly every follow-up study—of all high school graduates, not just business department graduates—reveals vast numbers finding satisfactory niches in clerical work. The day has come when we can no longer ignore this important area of employment. Opinion surveys for the past thirty years have repeatedly called our attention to the solid opportunities for young people in clerical training. It undoubtedly provides more stepping stones for advancement than any of the other office occupations. Sheer numbers alone may account for such opportunity. Some of the largest salaries are paid for clerical proficiency—those receiving such salaries have experience and long in-service study behind them to be sure. Recall, too, that men still predominate in the clerical field—52.8 per cent of those in the clerical group in the U. S. and 51.4 per cent in the South. The fact that men find satisfactory employment in the clerical field is another evidence of its tremendous importance, opportunity, and remuneration.

The fallacious belief that we have only to throw odds and ends together unworthy of real attention in the high school for such a curriculum has long been exposed. We are developing the subject matter for such a program. You need only read the profusion of articles appearing in professional journals and attend the conventions of business associations to find the proposals.

### Basic Business

(Continued from page 35)

3. The written and oral reports that were assigned should be submitted for teacher evaluation, group evaluation, or both. Particularly worthy and valuable reports might be submitted to the school magazine or newspaper for possible publication.

4. The teacher should complete a field trip report form which could be extremely useful if future return visits are planned.

5. The class should send a letter of appreciation to the official of the business establishment that made its facilities available.

The teacher who desires to stimulate interest in this most dynamic area of business education, ought to consider carefully the question, "Why not a field trip for the consumer education class?" When this question is considered and a decision to hold a field trip is made, it is then the teacher's responsibility to prepare himself, the businessman, and the student in all the steps which contribute to a successful trip.

### Woodward Heads UBEA

Theodore Woodward, professor of business education at George Peabody College for Teachers, Nashville, was elected president of the United Business Education Association at the annual meeting held in New York City on June 28. Dr. Woodward has served as vice president, national membership chairman, and on special committees of the Association. Dr. Woodward succeeds Lloyd V. Douglas of Cedar Falls, Iowa.

E. C. McGill, head of the Department of Business Education, Kansas State Teachers College, Emporia, succeeds Dr. Woodward as vice president. He is a former president of the National Association of Business Teacher-Training Institutions and is active in the FBLA organization in which he is the Mountain-Plains representative of UBEA on the National Board of Trustees. Mr. McGill is also a past president of the Mountain-Plains Business Education Association.

Dorothy L. Travis of Grand Forks, North Dakota was re-elected treasurer. In addition to her duties as treasurer, Miss Travis will serve as a liaison representative of UBEA for the state affiliated associations. Miss Travis is a member of the staff at Central High School and the University of North Dakota at Grand Forks.

The newly elected officers, retiring president, and the executive director constitute the administrative committee of UBEA. These persons together with the regional vice presidents are the officers of the National Council for Business Education.

### Annual Representative Assembly

The sixth annual meeting of the UBEA Representative Assembly was held at the Statler Hotel in New York City on June 28. The meeting brought together a group of state delegates, representatives on the UBEA National Council, and other UBEA members. The meeting was presided over by Lloyd V. Douglas, the retiring president.

At the morning sessions the group heard reports and discussed professional problems. The New York City meeting was the fifth in the series of regional Representative Assemblies held on an experimental basis during the past year. It was recommended that the UBEA continue the regional assemblies to provide an opportunity for wider participation of delegates and members.

H. C. McClellan, president of the National Association of Manufacturers, was guest speaker at the luncheon which was also attended by a number of New York



**President**  
**THEODORE WOODWARD**



**Treasurer**  
**DOROTHY TRAVIS**



**Vice President**  
**E. C. MCGILL**



**Past President**  
**LLOYD V. DOUGLAS**

City office executives. Mr. McClellan urged the business teachers to provide for more economic education and understanding of business. He said, "I would like to report that in the past a lack of understanding has occurred between business and educators, and it has been a serious handicap to our progress in the field of education and relations with each other." In prefacing his talk, Mr. McClellan pointed out that "Education is the biggest business in America. It has the largest number of owners. It is the most extensive and costly in plant. It certainly utilizes the most valuable raw materials, our young people. It has the greatest number of operators with the exception of National Defense. Education employs the greatest investment

of all in money and time. The product of education has the greatest influence on America and, through America in its responsibility in world leadership, on all of the world today."

### Business Tours

Following the luncheon, the delegates formed four tour groups. They went to Central High School, Lever House, New York Stock Exchange, and "behind the scenes" at Macy's Department Store.

Paul S. Lomax, Hamden L. Forkner, and Robert E. Slaughter were co-chairmen of the committee on local arrangements.

The Seventh Annual Representative Assembly will be held in Chicago on July 4, 1955.

## WITH THE UBEA DIVISIONS

### RESEARCH

#### Students Typewriting Tests

Norms have been established for the Students Typewriting Tests, Volumes XII and XIII, Tests 1 and 2.\* The committee secured the cooperation of two teachers of typewriting on the secondary level in each state (both small and large schools were included) to assist with the project. These teachers administered the tests according to the directions supplied with the teachers manual. The papers were checked by committee members for correctness of scoring and the median, average, 25th percentile, and 75th percentile were computed for each of the tests.

Irol Whitmore Balsley of Lexington, Virginia, served as chairman of the Typewriting Tests Project Committee. Other members of the committee included Laura H. Summers, Laramie, Wyoming; Claire O'Neil, Chicopee, Massachusetts; Dorothy Porter, Springfield, Massachusetts; Mary Sufana, Gary, Indiana; Betty Mercer, Evansville, Indiana; Archie Thomas, Hays, Kansas; Mrs. Robert Beckett, Thibodaux, Louisiana; Doris Nickel, Louisville, Kentucky; Gerald G. Green, Canyon, Texas; Ruthetta Krause, Terre Haute, Indiana; and Mary Brown, Salt Lake City, Utah.

Requests for the norms should be addressed to the United Business Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C.

#### New Series

A revised series of the UBEA Students Typewriting Tests is being prepared. Ruthetta Krause, Department of Business Education, Indiana State Teachers College, succeeds Mrs. Balsley as chairman of the committee. Other committee members are Edith Huggard, DePauw University; Claire O'Neil, Springfield (Massachusetts) Trade High School; Leone Orner, Tulsa University; Harves Rahe, Southern Illinois University; and Ruth Temple, Laboratory School, Indiana State Teachers College, Terre Haute. Preliminary copies will be available for try-out in November.

\*A copy of the norms is available to business teachers who have used the tests.

### Scholarships

The Research Committee is now considering the establishment of a foundation or scholarships for young people who are interested in becoming business teachers. In the planning stages is a prospectus which may be presented to businesses and industries which may be interested in setting up scholarships for sons or daughters of employees. Other possibilities include making scholarships available to graduates of local schools, or directly to teacher-training institutions. Further details about the proposed scholarships will be made available in the near future—H. G. ENTERLINE, President, UBEA Research Division.

### NABTTI

#### The Albany Conference

NABTTI was represented at the Albany Conference, sponsored by the National Commission on Teacher Education and Professional Standards, by President Harry Huffman and Peter L. Agnew. Other business educators from teacher education institutions in attendance included Andrew J. Holley, Oklahoma A & M College; Elizabeth Van Derveer, New Jersey (Montclair) State Teachers College; and Estelle Popham, Hunter College. The conference theme was "Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers."

"Devouring the Seed Corn" was the subject of the key-note address by William G. Carr, Executive Secretary of the NEA. Dr. Carr stated that the teaching profession is losing out in the competition for talented young people to business, industry, and the other professions. He warned that we in America are devouring the seed corn of future advancement, or even maintenance of the *status quo*. The seed corn, our children and youth, are less and less being nurtured by a large enough supply of well-trained, competent teachers. He stated further that many faithful and competent teachers are burdened unduly by over-sized classes, inadequate facilities, and minutiae of classroom management.

Another talk of particular interest to the business educators was given by Vernon L. Heath of the L. S. Heath & Sons, Inc. and chairman of the Education

Committee of the Illinois State Chamber of Commerce. He urged that professional educators call on organized groups of businessmen to assist in meeting the problems facing modern education in America, especially with regard to the improvement of teaching conditions and the recruitment of able young people into the profession.

Much of the material of the conference will be made available in various ways to teacher education institutions. In the meantime, one point of the conference stands out: For every business education teacher, we supply from our programs to a school, let's urge, *in fact insist*, that the school in turn recruit one or more prospective business teachers.

### Supervising Student Teachers

BULLETIN 60 (Special Issue) of the National Association of Business Teacher-Training Institutions, released in September 1954, is devoted to an analysis of practices in the supervision of student teaching. Most supervisors of student teaching are aware of the need for improvement in supervisory technique and practices.

This issue of the BULLETIN reports successful practices used in supervision by many business teacher educators. Such topics as rights, privileges and responsibilities of the college supervisor; an analysis of off-campus and on-campus supervisory practices; development of rapport between college supervisor, critic teacher, and administrators are included. Another section deals with problem of selecting and eliminating ineffective student teachers, development of an interest in teaching and techniques that should be used in visiting, and observing student teachers at work.

Other contributions in this issue deal with individual differences in student teachers, stimulating professional growth among student teachers, varied experiences, and records which should be kept. Still other articles cover such topics as development of professional attitudes and ethics of student teachers, making observations worthwhile, and the use of a handbook for student teachers.

Milton Olson of New York State College is editor. He performed a real service by organizing the topics and coordinating the work of the contributors. The following business educators contributed to the issue: Leonard Andrews, John Trytten, Raymond Lowe, Ramon Heimerl, Edith Ennis, Helen Rohrer, Earl Dieckerson, J. Curtis Hall, Dean R. Malsbary.



Sally Gerig, Russell Burkhard, Dorothy Travis, and Ruth Wooschlager.

If you are involved in business teacher education, you cannot afford to miss this issue of the BULLETIN.—E. C. MCGILL, Editor of NABTTI Publications.

## WITH THE NEA

### National Education Association

Waurine Walker, director of teacher relations and certification, Texas Education Agency at Austin, is the 92nd president of NEA and the twentieth woman to be elected to that office. Miss Walker's official duties began with her attendance at the annual meeting of the World Confederation of the Teaching Profession which met in Oslo, Norway, July 31-August 5. Another recent major assignment for the new president was an address delivered to the national convention of the American Legion during its annual meeting held in Washington, D. C.

### Citizenship Conference

Ronny Perry, vice president of the Eastern Region, FBLA, will represent the national FBLA organization at the Ninth National Citizenship Conference. He will be accompanied by his chapter sponsor, Elizabeth Hutchinson of Collingdale (Penn.) High School who will represent UBEA.

The conference is scheduled to meet in Washington, D. C., September 15-17. The national citizenship conferences were originated through the joint action of the National Education Association and the Department of Justice. Beginning in 1955, the conference will be held under a Congressional Charter. More than one-thousand major national organizations will send representatives to the conference.

Attorney General Herbert Brownell, Jr., and NEA President Waurine Walker will welcome the delegates Wednesday morning. The American Legion's National Guard of Honor will advance the colors at the opening session. An elaborate "Citizenship Day" program has been planned for the closing day.

President Dwight E. Eisenhower has issued a proclamation for the observance of "Citizenship Day" in commemoration of the formation and signing of the Constitution, September 17, 1787. "Citizenship Day" is also the occasion to honor the native youths who reach voting age, and those from other lands who at-

tain United States citizenship through the naturalization process. It further provides a time for all citizens to rededicate themselves to the ideas and principles upon which our Nation was founded and built. The Presidential Auditorium at the Statler Hotel will be transformed into a courtroom for an inspirational program at which time 150

qualified foreign-born men, women, and children will be granted United States citizenship.

This year's conference is dedicated to our form of government with its fundamentals and to pay homage to the founders. The conference theme is "The Three Branches of Federal Government —Yesterday—Today—Tomorrow."

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Director of Consumer Education  
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ALTERNATE  
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**What's Your Shopping Score?** (black and white). Shows techniques of wise buying and how to become a skillful shopper. 10 minutes.

**How to Stretch Your Food Dollars** (color). Nutrition-wise, budget-wise ideas for planning and buying food. 27 minutes.

**Dressing Well Is a Game** (black and white). How to achieve a satisfactory wardrobe for the whole family. 18 minutes.

**How to Use Consumer Credit Wisely** (black and white). New. Explains the importance of credit to family and national economy. 28 minutes.

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# AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

## Affiliated Associations

Alabama Business Education Association  
 Arizona Business Educators' Association  
 Arkansas Education Association, Business Education Section  
 California Business Education Association  
 Chicago Area Business Educators' Association  
 Colorado Business Education Association  
 Connecticut Business Educators' Association  
 Delaware Commercial Teachers Association  
 Florida Business Education Association  
 Georgia Business Education Association  
 Greater Houston Business Education Association  
 Idaho Business Education Association  
 Illinois Business Education Association  
 Indiana State Teachers Association, Business Education Section  
 Inland Empire Commercial Teachers Association  
 Iowa Business Teachers Association  
 Kansas Business Teachers Association  
 Kentucky Business Education Association  
 Louisiana Business Education Association  
 Maryland Business Education Association  
 Minnesota Business Education Association  
 Mississippi Business Education Association  
 Missouri State Teachers Association, Business Education Section  
 Montana Business Education Association  
 Nebraska State Education Association, District I and District IV Business Education Sections  
 New Hampshire Business Educators' Association  
 New Jersey Business Education Association  
 New Mexico Business Education Association  
 North Carolina Education Association, Business Education Section  
 North Dakota Education Association, Business Education Section  
 Ohio Business Teachers Association  
 Oklahoma Commercial Teachers Federation  
 Oregon Business Education Association  
 Pennsylvania Business Educators Association  
 Philadelphia Business Teachers Association  
 St. Louis Area Business Education Association  
 South Carolina Business Education Association  
 South Dakota Commercial Teachers Association  
 Tennessee Business Education Association  
 Texas State Teachers Association, Business Education Section  
 Tri-State Business Education Association  
 Utah Education Association, Business Education Section  
 Virginia Business Education Association  
 Washington (Eastern, Central, and Western) Business Education Association  
 West Virginia Education Association, Business Education Section  
 Wisconsin Business Education Association  
 Wyoming Business Education Association

## EASTERN REGION

### Connecticut

Over two hundred Connecticut teachers attended the 50th Anniversary Convention which was held at the Teachers College of Connecticut in New Britain on May 8.

Such well-known business educators as Frederick G. Nichols, Paul S. Lomax, Lester Sluder, James Meehan, and Madeline Strony were on the program. This was perhaps the last public appearance of Professor Nichols before his death a few weeks later.

Edward Bennett of West Haven was elected president of the Association for the school year, 1954-55.

### Maryland

Joseph Murray, president of the Maryland Business Education Association, has announced that Willis E. Pratt will be the guest speaker at the annual meeting of the Maryland Business Education Association. Dr. Pratt is president of the State Teachers College, Indiana, Pennsylvania. The luncheon will be held October 15 at 12:30 P.M. in the Calvert Room of the Lord Baltimore Hotel in Baltimore. Reservations for the luncheon should be sent to Margaret Lotz, Howard County High School, Jonestown.

## SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

### South Carolina

The South Carolina Business Education Association under the leadership of Dorothy Van Patten, president; Edna Lunden, vice president; and Jacqueline Douglas, secretary-treasurer; will hold its sixth-annual fall convention at Winthrop College in Rock Hill on October 30. Registration will begin on Saturday morning, October 30, in the lobby of Johnson Hall at 10:00 A.M., under the

directorship of Jacqueline Douglas, Elise Etheredge Altman, and Eleanor Patrick.

The theme for the year as chosen by the executive board is "Keeping in Step With Business." Alan C. Lloyd of McGraw-Hill Book Company will present a demonstration of skill building techniques in typewriting at the morning session. A talk on good secretarial procedures is scheduled as the feature attraction for the afternoon.

Executive board members of the association in addition to the three executive officers are: Eleanor Patrick, Elise Etheredge Altman, Sara Zeagler, Jewell Hollis, Emily Ashley, Helene Secondi, and Clarina Cornwell.

### Florida

The Florida Business Education Association held its annual spring luncheon in Miami with Della Rosenberg, president, presiding. The group was welcomed by Irma Shealey, president of the Dade County Business Teachers Association. The historian, Beulah D. Harwell, presented a scrapbook covering the past 26 years of the Association. Bessie Hiers, chairman of the Consultant Committee, gave a progress report on the work of the committee.

The guest speaker, Gladys Peck of Baton Rouge, Louisiana, gave a most interesting and entertaining talk on "Services of a State Consultant in Business Education." Miss Peck is state supervisor of business education in Louisiana. The following district directors were presented and commended for their efficient participation in the organization: Frances Grover, Louella Kellogg, Frances Causey, Hortense Barnes, Bessie Hiers, Edna Long, Maudie Cook, Nancy Whittle, Clytie Mayfield, and L. C. Harwell.

At the business session, Maudie Cook of Coral Gables High School was elected president. Other officers for 1954-55 are Bessie Hiers, Columbia High School, Lake City, vice president; Nora Mae Holland, Miami Jackson High School, secretary-treasurer; and Leon Ellis, Frostproof High School, sergeant-at-arms.

## Alabama

The Alabama Business Education Association held its annual meeting on March 26 in Birmingham, with Mary George Lamar, president of the association, presiding. Over eighty business education teachers were present.

An unusual feature of the meeting was a departure from the usual speaker type of program to a "Buzz Session" program. The groups were divided into six units for study and later discussion of the theme "Problems, Responsibilities, and Opportunities for Alabama Business Teachers." The program was thoroughly enjoyed, provided valuable information, and gave teachers an opportunity to express their views.

## Tennessee

T. James Crawford of Indiana University addressed the Business Education Section of the Tennessee Education Association at the luncheon meeting on April 9. Mr. Crawford spoke on the subject, "A Typewriting Program—Educationally Sound!" Cliffie Spilman, Austin Peay State College, Clarksville, presided at the meeting.

Officers of the association for 1954-55 are: president, Paulyne Lamb, West End High School, Nashville; first vice-president, Mrs. G. P. Robertson, Central High School, Jackson; second vice-president, Gene Boyd, Martin College, Pulaski; secretary-treasurer, William L. Merritt, Jr., Lanier High School, Maryville.

## Georgia

Guiding the operations of the Georgia Business Education Association is the newly developed "Official Handbook." A need for a manual to systematize routine association business, to enable incoming officers to familiarize themselves with their responsibilities, and to provide continuity became increasingly evident as the organization grew in membership and expanded its services and activities. Such a manual was developed and is being used for the first time this year.

The first section presents general information concerning the aims of the association, its plan of action for the current year, names and addresses of persons to whom to write for information (UBEA, FBLA, etc.), and the association's budget.

Section two presents a picture of the organizational structure by showing the location of each district and the counties

included in each, and an organizational chart is given to show lines of authority and responsibility. In this section the names of the current state officers are shown and information on the regularly scheduled meetings is given.

Section three deals with state leadership. It outlines the duties of state officers, shows the composition of the executive board, and lists the members of current committees which are state-wide in nature.

Section four is concerned with leadership on the district level. The names of the present district officers are given and their duties are spelled out. Here are offered many suggestions and ideas on planning and conducting district meetings and on building membership in the districts. A calendar of activities is given to further aid the district officer to plan effectively.

Section five is devoted exclusively to information concerning the official newsletter, *The Armchair Bulletin*. Types of articles desired, deadlines, mailing lists, and other items pertinent to the publication of such an organ are discussed.

Section six offers suggestions relating to FBLA chapters. This section is to stimulate and inform the officers of the values of FBLA, and to enable them to promote an expanded FBLA program in their respective districts.

Section seven shows the relationship of GBEA to other professional organizations—how the GBEA fits into the total state, regional, and national pattern. Here short sketches of UBEA and SBEA are given. A guide to sources of professional periodicals is offered.

Section eight consists of the GBEA constitution and by-laws. The entire handbook is in color. It is in loose-leaf form to facilitate the insertion of new ideas, revisions, and additional sections.

## Mississippi

Leading business educators from throughout Mississippi met in Jackson to discuss services which might be made available to the business teachers of Mississippi. Initial plans were made to assist in various ways the teachers of business subjects of the state in meeting classroom teaching problems by keeping them informed of new teaching techniques and current developments in business education. Tentative arrangements were made for a publication to be prepared and distributed under the auspices of the Mississippi Business Education

Association which was organized only four years ago.

Similar meetings will be held in the future for the purpose of determining the possibility of expanding the number of services which may be made available to the teachers of Mississippi. As a result of the efforts of the association in cooperation with the Mississippi State Department of Education, high school and college students will be afforded opportunities for improved training in such business subjects as typewriting, shorthand, bookkeeping, office practice, and basic business.

## Kentucky

The Kentucky Business Education Association in cooperation with the State Department of Education has taken the first step toward securing a supervisor of business education for the Commonwealth of Kentucky. The State Department of Education has agreed to co-sponsor some workshops for business teachers in various sections of the state throughout the year. A roster of business teachers in Kentucky is planned for distribution within the state by the State Department.

A third cooperative project will be the publication and distribution of a list of inexpensive teaching materials for business teachers. KBEA will prepare the material for this bulletin and the state superintendent's office will publish and distribute it. One member of the state superintendent's staff will serve as liaison representative between the state superintendent's office and KBEA. This person will devote part-time to supervisory activities for business teachers.

## CENTRAL REGION

### Illinois

Homer F. Ely of Alton Senior High School was elected president of the Illinois Business Education Association at the meeting held in Springfield in early April. Mr. Ely succeeds Edith C. Sidney, of the Chicago city schools. Other officers elected are Mabel Scheiderer, Decatur High School, vice president; Edward R. Leach, Jones (Chicago) Commercial High School, secretary; and Charles Wagner, Mt. Vernon Township High School, treasurer. The convention featured a number of prominent speakers,



## IN ACTION

tours to business offices and to offices in the state building, and three discussion groups.

A panel discussion on "The Need for Economic Education" with Clyde Beighey as chairman featured a number of local businessmen. Each of the discussants presented misconceptions concerning their respective business organizations. Information presented at the meeting proved to be most stimulating and informative.

The need for recruiting more business teachers for high school positions was stressed in the panel discussion on "Business Education Problems" with Robert T. Stickler as chairman. The panel members included Clyde Beighey, Russell Cansler, Arnold Condon, Viola Du Frain, Francis R. Geigle, James M. Thompson, and Lewis R. Toll.

Among the items on the agenda for the business session was a report by the Organization Relations Committee. This committee presented the following resolution which was unanimously adopted: WHEREAS, Article I, Section 2 of the Constitution states that the Illinois Business Education Association is affiliated with the United Business Education Association, be it resolved

1. That the Illinois Business Education Association be represented at the United Business Education Association meetings.

2. That the Illinois Business Education Association encourage student membership in the Future Business Leaders of America for the purpose of stimulating added interest in business education.

3. That the Illinois Business Education Association urge members to join the United Business Education Association.

4. That a committee be appointed to study the Illinois Business Education Association relations with area business education groups in the state, and report at the 1955 state convention.

### Minnesota

Oscar L. Litterer, Economist for the Federal Reserve Bank, Minneapolis, will be the guest speaker for the joint luncheon of the Minnesota Business Education Association and the Business Education Section of the MEA. The luncheon will be held at the Hotel Leamington in Minneapolis on Thursday, October 21. Registration will begin at 11:30 a.m.

The following sectional meetings are scheduled for Friday, October 22, beginning at 9:00 a.m. at the Hotel Lowry in St. Paul: *Basic Business and Consumer*

*Education*—Gladys Bahr, Basic Business Editor of the FORUM, "Putting the Atom in Basic Business." *Retailing*—Frances Faber, President, Faber Advertising Company, "Public Relations in Business Education." Wenzil K. Dolva, Dean, School of Business, Western Reserve University, Cleveland, "Retailing Needs a Henry Ford." *Typewriting*—Marian Wood, International Business Machines, "Electrifying Your Typewriting Lessons."

The following meetings are scheduled for 10:30 a.m.: *Adult Business and Distributive Education*—Robert Conklin, Sales Manager, The Spring Company, Minneapolis, "Selling Education to Adults." Wenzil Dolva, "Present Needs for In-Service Training in Retailing." *Office Practice and Shorthand*—Madeline Strony, Educational Director, Gregg Division of McGraw-Hill Book Company, "Streamlining the Teaching of Typewriting and Office Practice."

### Ohio

The Northeastern Ohio Teachers Association has scheduled its annual meeting to be held in Cleveland on October 29. Myrtle L. Cratty, chairman of the Business Education Section, has announced that a luncheon session will be held at the Statler Hotel. J. Marshall Hanna of Ohio State University will speak on "Building Effective Learning Experiences in Business Education."

Reservations for the luncheon should be sent to Steve Zorich, Garfield Heights High School, Garfield Heights. It is anticipated that a large number of business teachers will be in attendance at the luncheon.

### Chicago Area

The series of monthly luncheons sponsored by the Chicago Area Business Education Association will begin on September 25 in the Veranda Room of Marshall Field and Company. The meetings, usually held on the fourth Saturday of the month, are open to business teachers visiting in the area. In November and May the meeting will be held on the third Saturday and no meeting is scheduled for the month of December.

Officers of the association for 1954-55 are: president, Wilbert F. Doak, Morton High School, Cicero; vice president, Doris Howell, Evanston Township High School, Evanston; secretary, Warren Polley, Antioch Township High School, Antioch; and treasurer, Wilhelmina Heber, Technical Vocational High School, Hammond, Indiana.

### Iowa

"Making Our Business Classes More Interesting," is the theme for the Iowa Business Education Association meeting which will be held in Des Moines Technical High School on November 5. The meeting will open with a business session beginning at 11 a.m.

Devices and ideas for stimulating greater interest and effort in business education classrooms will be discussed and illustrated by Alan C. Lloyd of McGraw-Hill Book Company. Five group conferences for the purpose of discussing and enlarging on the ideas suggested by the speaker are scheduled. In addition to the panel members, the following persons will participate in the group conferences:

*Shorthand and office practice*—Henriette Muller, discussion leader; E. L. Marietta, consultant; and Virginia Padovan, recorder.

*General business*—Cletus Crowley, discussion leader; Fred Cook, consultant; and James L. Carmody, recorder.

*Distributive Education*—Ed Nelson, discussion leader; Pete Haines, consultant; and Helen Knoche, recorder.

*Bookkeeping*—Edward E. Hemenway, discussion leader; R. O. Traugott, consultant; and Darrel Jones, recorder.

*Typewriting*—Sister Mary Immaculata, discussion leader; Cleo P. Casady, consultant; and Jean Harvey, recorder.

At the close of the conferences, the group will reassemble to hear reports. William J. Masson, State University of Iowa and president of the association, will preside at the meeting.

### You Have A Date!

**November 25-27.** Southern Business Education Association, Marion Hotel, Little Rock, Arkansas\*

**February 23-25.** Joint Convention of the National Association of Business Teacher-Training Institutions, Administrators Division of UBEA, UBEA Research Foundation, and U.S. Chapter, International Society for Business Education, Conrad Hilton Hotel, Chicago, Illinois

**April 7-9, 1955.** Western Business Education Association, San Diego, California\*

**June 12-14.** Future Business Leaders of America, Chicago, Illinois

**June 16-18.** Mountain-Plains Business Education Association, Denver, Colorado\*

**July 3-8.** National Education Association, Chicago, Illinois\*

\*UBEA Representative Assembly will be held in connection with this meeting.

## WESTERN REGION

### California

The 1954 California Business Education Association Convention held at the Hotel Senator, Sacramento, April 11-13, had as its theme, "Your Capital Honors Business Education." The outstanding features of the convention were the opportunities for participation in the well-planned program and in the good fellowship and friendly group gatherings. Over four-hundred business educators were in attendance.

The convention opened with a general session presided over by E. Dana Gibson. "Business Education Today" was the topic discussed by the panel under the leadership of S. Joseph DeBrum. Harmon Wilson of the South-Western Publishing Company and Earl G. Nicks of the University of Denver served on this panel.

"Trends and Requirements for Business Employment" was the topic of the second general meeting at which a panel of businessmen and women was most ably led by Rulon C. Van Wagenen, acting chief, Bureau of Business Education, California State Department of Education.

The discussion groups considered such topics as layouts and equipment, business training in the small high school, general education in business, occupational trends and guidance, evaluating occupational competence, and curriculum problems. The second series of group meetings were devoted to panel discussions on secretarial subjects, merchandising and salesmanship, bookkeeping, and general business training.

E. Dana Gibson of San Diego State College was elected to succeed Milburn Wright as president. Other officers elected are vice president, Howbert Bonnett, Sacramento Junior College; secretary, Toma Kightlinger, Modesto Junior College; and treasurer, Jack Snyder, Santa Cruz High School. San Diego will be the site of the 1955 CBEA Convention.

### Western Washington

The Western Washington Business Education Association held its annual spring meeting at the University of Washington on March 13.

The group heard down-to-earth topics such as "What the Shorthand Classroom Needs," "Handling Absenteeism," "Motivational Devices" discussed at the sectional meetings. The contributors for the shorthand section were Elizabeth Lohern, Virginia Henning, William Calder, M. Delaney, F. Brown, and Ruth Whiting. At the typewriting section, the following contributors were heard: Tremaine McGinty, Mildred Gibson, Edward Perkins, Don Burnett, and Ralph Bruno. Contributing to the bookkeeping section were Jack Lattin, Richard Mooney, Harry Liden, and Arthur M. Cannon. Speaking in the related business subjects section were H. W. Port, Sue McPherson, Edith Calder, Mary Caton, William Morris, Richard Mooney, and Robert Holland.

## MOUNTAIN-PLAINS REGION

### Kansas

"Professional Development of Business Educators" is the theme for the annual meeting of the Kansas Business Education Association which will be held in the high school gymnasium at Hays on November 5. The first session will open at 9:15 A.M. with Richard F. Reichert, vice president, presiding. Following a typewriting demonstration, a panel will discuss "Correlation of Theory and Practice in Teaching Business Subjects." Della Bates of Wichita will be moderator for the panel and discussants will be representatives from the University of Kansas; Kansas State Teachers College, Emporia; Kansas State Teachers College, Pittsburg; and Ft. Hays Kansas State College. An opportunity will be provided during the morning for the teachers to see displays sponsored by office equipment companies and the Future Business Leaders of America.

Nora S. Stosz, president, will preside at the luncheon which will be held at Lamer Hotel. Guest speakers for the luncheon are M. C. Cunningham, president of Kansas (Fort Hays) State College, and H. G. Enterline of Indiana University. Dr. Enterline is president of the UBEA Research Foundation. He will speak on "Professional Growth."

Alta Behrens is local chairman for the meeting. Miss Behrens has announced that registration will begin at 8:30 A.M.

## Selected Readings in Shorthand

(Continued from page 24)

- Stretching the shorthand budget. Alice La Vergne Holst. 5:25 Apr '51
- Study guide aids future secretaries of automotive industry. William G. Savage. 7:12 Oct '52
- Teaching advanced shorthand as applied to the petroleum industry. Clyde I. Blanchard. 7:11 Oct '52
- Teaching techniques for first-year shorthand. Rita Polk Heape. 7:29 Feb '53
- Telebinocular helps to discover visual difficulties affecting achievement in shorthand learning, the. Dorothy H. Veon. 6:25 Feb '52
- The secretary speaks. Lilyan Miller. 7:27 Dec '52
- The "why approach" to building shorthand speed. Ralph W. Sherman. 6:27 Oct '51
- To shorthand teachers, especially beginners! Margaret F. Rowe. 7:29 Apr '53
- Transcription—early or late. Helen Reynolds and Margaret H. Ely. 8:14 Oct '53
- Transcription factors and procedures. Irene Place. 8:17 Oct '53
- Transcription from stenograph (steno type) notes: some significant points and comments. Eve Adams and Dan Garamoni. 8:23 Feb '54, 8:29 Mar '54
- Transcription: self taught. Audra L. Roberts. 7:29 Mar '53
- Two easy steps in learning shorthand. Viola DuFrain. 4:27 May '49
- Using a reading inventory in elementary shorthand. Dorothy H. Veon. 7:31 May '53
- Visual aid for shorthand speed. Gladys D. Roscoe. 4:31 Dec '49
- Vocational aptitude tests for shorthand pupils. Max W. Poulter and D. H. Sullivan. 5:25 Dec '50 and 5:25 Jan '51
- Voice recorder as a teaching device in shorthand, the. Nelda Snow. 6:27 Jan '52
- Voices to transcribe. Thelma M. Potter. 2:27 Jan '48
- What price better shorthand teaching? Godfrey Dewey. 3:29 Oct '48
- What successful teachers suggest. Thelma M. Potter. 2:15 Dec '47
- What we know about shorthand and transcription—from research. Joint Committee on Coordination and Integration of Research in Business Education 8:23 Jan '54
- Why not try a bulletin board display? Thelma M. Potter. 2:14 Nov '47
- Wire recorder in shorthand teaching. Thelma M. Potter. 2:9 Apr '48
- Writing speed of Gregg shorthand simplified. Louis A. Leslie and Charles E. Zoubee. 4:21 Oct '49
- Your stenography pupils don't know English. Harold E. Cowan. 1:12 Jan '48

NEXT MONTH. Selected readings from Volumes I-VIII on Typewriting will be published in the November issue of the FORUM.

# The Future Business Leader

For Sponsors and Advisers  
of FBLA Chapters

## FBLA Convention Report

*Dallas Mayor Honored Future Business Leaders of America in "Business Education Week" Proclamation*

Four hundred state chapter delegates and local chapter representatives from across the United States journeyed to Dallas, Texas, in June to hold their third annual convention. Headquarters was at the Baker Hotel. The convention opened on June 13 with a "See Dallas" tours and executive sessions of the National Board of Trustees, committee meetings, and a talent show.

The Honorable R. L. Thornton, mayor of Dallas, was present at the first general session to welcome the delegates and representatives. Mayor Thornton's address of welcome was one of the highlights of the convention. His enthusiasm for the FBLA organization and challenges to the delegates and representatives keyed the entire convention. National President, Bunny Robeson, in presenting Mayor Thornton read his proclamation declaring the week of June 13 as "Business Education Week in Dallas."

State reports and nominating speeches for national officers were given at the opening session.

### Group Participants Make Recommendations

Five group meetings were held to provide an opportunity for representatives to discuss topics of timely interest.

**Group I—Organizing and Strengthening State Chapters.** This group made several recommendations. First, that summer workshops be held for planning the year's program at the state level. Second, that chapter representatives and state FBLA committee chairmen arrange with the respective state business teacher association to present a report on FBLA activities and projects at the annual meeting. Third, that state chapters encourage local chapters to assist the state NEA field workers whenever possible to secure the funds necessary for providing adequate headquarters office space in the new NEA Center in Washington.

**Group II—School Community Relations.** How to sell FBLA to the community was the main point of discussion in this group. It was recommended that local chapters take every opportunity to publicize their projects through the school newspaper, local city newspaper, radio and TV stations. One chapter reported that members distribute their copies of FBLA FORUM to the doctors' offices, business offices, and other public places where this publication might be read by business and professional men and women.

In preparing the story for newspapers, it was pointed out that the copy should be prepared in acceptable form. That is, it should be typewritten, double-spaced, short, present facts, and accompanied by a good glossy print to illustrate the project. In preparing the photograph it was suggested that a study be made of the type of pictures which appear in the newspaper and magazines or that the editor of the publication be consulted as to the type of photograph that would be acceptable.

The following points were developed in a discussion on how to make the public appreciate FBLA: (1) Volunteer services, (2) Always keep your promise when your offer of service is



**FBLA PRESIDENT**—President Bunny Robeson of Culpeper, Virginia, presented the FBLA gavel to President-elect Bernard Shub of Merriam, Kansas, at the closing session of the Dallas Convention. The FBLA Board of Trustees in a resolution expressed deep appreciation to President Robeson for her services to the national organization.

accepted, (3) Plan projects that are worth-while and that will appeal to the community, (4) Pay all bills promptly, (5) Write thank-you notes to all who help the local chapter, (6) Offer to give a day's work for the experience—this point was highly recommended for publicity, (7) Inform the community about FBLA—much appreciation comes from just plain knowledge about the local chapter, (8) Form advisory groups and hold installation services for the businessmen who become honorary members, (9) Assign FBLA members the responsibility of speaking about FBLA before class groups, school clubs, and other groups in which prospective members may be recruited to tell what FBLA does and what is expected of persons who become members of the local chapter.

**Group III—Local Chapter Projects.** Much time was given by this group to a discussion on how to attract more boys (many of whom will be businessmen in the future) to the business department in the school. It was suggested that the school should offer more business courses for boys and that local and state chapters should have at least two or three capable boys on the executive committee. It was also pointed out that serving refreshments at meetings appeals to the boys who are members of the chapter.

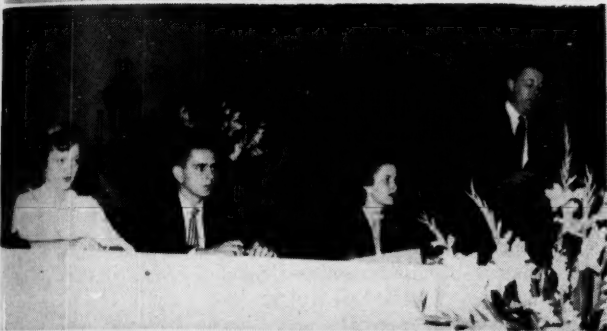
An "All-County FBLA Day" sponsored by a local chapter with an inspirational program and social activities was highly recommended for a project for strengthening the local chapter.

A variety of money-making projects\* involving business procedures were discussed. These included duplicating and selling programs for athletic and other events, making and selling Christmas cards, purchasing and marketing farm products, operating car washes, and the like.

Projects for school-community service recommended included assisting civic organizations with their annual fund drive, doing clerical and secretarial work for the teachers, publishing the school newspaper, and maintaining a bulletin board in the school.

\*FBLA Money-Making Projects. Future Business Leaders of America, Washington, D. C., 1952.





**FBLA OFFICERS FOR 1954-55**—(Top) Before leaving Dallas for their respective homes, members of the Executive Committee held a planning session. From left to right are Janice Elliott, Treasurer; Bob Gass, Vice President, Western Region; Barbara Humphreys, Vice President, Mountain-Plains Region; Lee Oliver, Vice President, Central Region; Seated (left to right) are Bernard Shub, President; Jane Gallagher, Secretary; Sharon Holland, Vice President, Southern Region; and Ronald Perry, Vice President, Eastern Region.

**SPEAKER'S TABLE**—(Center) Reynolds S. Worthington (right) Director of Recruitment and Training, Dr. Pepper Company, Dallas, Texas, addressed the second session of the convention on the topic, "Put Your Enthusiasm Into Business." Also shown at the speaker's table are Nancy Lee, 1954 Vice President, Southern Region; Bill Lambert, 1953 Vice President, Central Region; and Bunny Robeson, 1954 President of FBLA.

**CONTESTANTS**—(Bottom) Awaiting their turns for the interview with the judges in the "Mr. Business Executive Contest" are (left to right) Fred Hall, Fresno, California; Eugene Hanosh, Las Vegas, New Mexico; Clayton Prowls, Waukesha, Wisconsin; and Bruce Woodring, Morganfield, Kentucky. The Kentucky contestant was declared the winner and the California contestant was awarded second place. The others received honorable mention.

One panel member pointed out that one of the finest chapter projects in his school was that of helping to place their high school graduates in positions. He said, "As the Future Business Leaders of America, we should go all out to work on a cooperative basis with the businessmen in our community. The businessmen want our graduates, but they want us to know how to spell and be able to take on more responsibility in addition to being prepared to do an honest day's work on the job. The local FBLA chapter can do much to assist graduates in preparing for employment by planning a continuous project on production standards and office etiquette. The project could include programs at school assemblies, bulletin board displays, talks by businessmen, style shows, demonstrations on good grooming for the office, and sponsoring motion pictures which show the experts at work and good office procedures."

**Group IV—Contest, Awards, and Scholarships.** It was the consensus of Group IV that the awards given at the national level should be made to the state chapters or for group activities of local chapters rather than to individual members. It was also recommended that state awards be made to local chapters for group activities. The group recommended highly an awards program for a school assembly.

The South Carolina representative told of the state scholarship fund and the requirements for obtaining the state scholarship for furthering the recipient's education for a career in business. The group recommended that the National Board of Trustees investigate the possibility of obtaining scholarships to be offered at the national level to FBLA members who would reach the requirement established by that group. It was thought that a number of business organizations would be interested in providing such scholarships.

**Group V—Organizing and Strengthening of College Chapters.** Since many of the state FBLA chapters are sponsored by state teachers colleges or state universities, this group devoted most of its discussion to the part the college chapter has in being responsible for state conventions. It was felt that the state convention need not be held on a college campus every year if any of the high schools in the state had adequate facilities for holding the convention and housing the local chapter delegates in a satisfactory manner. It was recommended that the selection of the place for holding the state convention be left to the state FBLA committee which is responsible for administering the state program. It was pointed out that often the chapter representatives who issue the convention invitation graduate or move to other schools and due to change in personnel that the chapter may not be in a position to sponsor the convention the following year. The group exchanged ideas on projects and activities for college chapters. Among the projects mentioned were: (1) Auctioning professional service of prospective members for one day with all the money going into local chapter funds. (2) Establishing and maintaining placement bureaus. It was mentioned that the placement bureaus play an important part in assisting members to find summer and holiday jobs. (3) Working with local chapters was listed as one of the most important activities of the college chapter. It was suggested that members of college chapters be encouraged to visit the high schools in their home communities for the purpose of "selling FBLA" to the principal and business education department where chapters do not exist. Whenever possible, college members can visit with high school chapter sponsors and officers in their local community to determine how the college chapters can assist them.

It was found that some of the college chapters invite high school students to be the guest of the business department for an entire day. The college chapter members demonstrate busi-

# The Future Business Leader

ness machines and display samples of their work. Tours to the administrative offices in the college and other points of interest on the campus are usually a part of the day's activities. Short talks by local businessmen or teachers in the business department of the college, skits by FBLA chapter members, ball games, and a dance provide a full day's program. The cooperation of the entire business education department is solicited for FBLA Day activities. It was mentioned that FBLA Day provides an excellent opportunity for newspaper, radio and television publicity.

The group was asked to discuss a proposal for a college division of FBLA on both the national and state levels. It was felt that since most of the college chapters are currently located in state teachers colleges and state universities that their activities should be directed to the preparation of future sponsors (teachers) and future advisers of FBLA chapters (businessmen) that there is no need at the present time for a separate college division. However, it was recommended that there should be a division at both the state and national levels for contests and other competitive projects. It was thought that in those states where there might be a resentment because of competition for offices in the State Chapter, or where there are a number of chapters in junior colleges, that a college division would be advisable. It was further suggested that the nominating committee at both the state and national level exercise care in preparing the slate so as to avoid competition of the high school and college members and maintain a well-balanced executive board. The keynote of the discussion group was "After all, we are all FBLA together with unity of purpose and understanding."

## Second General Session

At the second general session, the president introduced Mr. Reynolds S. Worthington, Director of Recruitment and Training, Dr. Pepper Company, who spoke on "Put Your Enthusiasm Into Business." In prefacing his address, Mr. Worthington said, "I am very much impressed with the Future Business Leaders of America. You have an organization that is sure to grow and that will be an even greater influence upon America. I can have only admiration for the worth-while things that you are doing."

## Annual FBLA Banquet

One of the highlights of the convention was the annual banquet. A standing ovation was paid to the speaker, Mr. D. Hodson Lewis, at the close of his inspiring address on "Heritage." Mr. Lewis is a nationally known lecturer and organization consultant. He was a former manager of the Southwestern Division of the Chamber of Commerce of the United States.

Five state chapters—Arkansas, Mississippi, North Carolina, Oklahoma, and Wisconsin—were installed at the impressive ceremony. The formal installation of these chapters makes a total of 22 state FBLA chapters.

The atmosphere was tense when Dr. Lloyd Douglas, president of the United Business Education Association, stepped to the podium to present the national awards. Dr. Douglas was assisted with the presentation by the members of the National Board of Trustees, Mr. Ray Ruppel, Mr. E. C. McGill, Miss Gladys Peck, and Mr. Hollis Guy. The climax of the presentation was the awarding of the Hamden L. Forkner trophy to the Lawrence Central (Indianapolis) High School. The Hamden L. Forkner trophy, the most coveted of the

national awards, is given annually to the chapter designated as the most outstanding one in the Nation.

The convention dance followed the banquet. Music for the dance was furnished by a local high school band. A variety of "mixers" provided an opportunity for full participation. Members of the Texas State Chapter served on the hospitality committee.

## Closing Session

The final session of the convention was devoted to the business of the national organization. The following state delegates responded to the roll call:

Alabama—June Miles and Don Bailey  
Arkansas—Dorothy Frazier  
California—Phillip Hill and Fred Hall  
Florida—Rosanne Hegadorn and Jane Gallagher  
Georgia—Jane Mitchell and Charlotte Reeves  
Illinois—Lee Oliver and Jean Williams  
Indiana—Jack Baldwin and Jeanne Williams  
Iowa—Beverly Mussman and Carol Davis  
Kansas—Bernard Shub and Dick Brown  
Kentucky—Sharon Holland and Bruce Woodring  
Louisiana—Bill Robinson and Sandra Lym Smith  
Mississippi—Nannie Lee Epting  
New Mexico—Nancy Bell and Eugene Hanosh  
North Carolina—Bobbie Lou Avant  
Ohio—Kay Hilton and Russell Hall  
Oklahoma—Beverly Crew  
Oregon—Bob Gass  
Pennsylvania—Ronald Perry and Marilyn Vesling  
South Carolina—Barbara Yarborough and Jerry Woodall  
Texas—Barbara Humphreys and Carolina Marten  
Virginia—Betty Hambriek and Pat Webb  
Wisconsin—Clayton Prowls and Barbara Shultz

In the election of officers, state delegates voted for the president, secretary, and treasurer. The two local chapter representatives and the state delegates voted for the vice presidents for their respective regions.

The following officers were elected: President, Bernard Shub, Shawnee Mission High School, Merriam, Kansas; Vice Presidents—(Eastern Region) Ronald Perry, Collingdale High School, Collingdale, Pennsylvania; (Southern Region) Sharon Holland, Heath High School, Paducah, Kentucky; (Central) Lee Oliver, Centralia High School, Centralia, Illinois; (Mountain-Plains Region) Barbara Humphreys, North Texas State College, Denton; and (Western Region) Bob Gass, Grants Pass High School, Grants Pass, Oregon; Secretary, Jane Gallagher, Tomlinson Vocational High School, St. Petersburg, Florida; and Treasurer, Janice Elliott, Westwego High School, Westwego, Louisiana.

The delegates voted to request each local and state chapter to donate \$1.00 or more to the building fund for the FBLA office at the NEA Educational Center in Washington.

Chicago was selected for the 1955 convention city. The tentative dates for the Chicago meeting are June 12-14. Following the installation of new officers, President Robeson presented the gavel, (a gift of the Waukesha Chapter) to the president-elect, and declared the meeting adjourned.

A post-convention "See Dallas" tour and a joint meeting of the Executive Committee and officers-elect concluded the activities. The delegates and representatives left Dallas with a feeling that the convention was one which will not be forgotten. It was, indeed, a grand convention.

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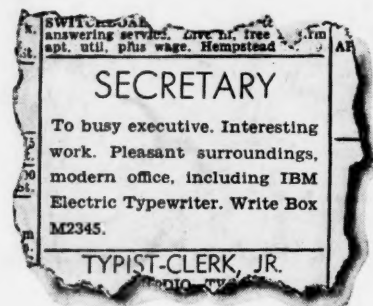
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